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# Utilizing social media to build community in the residence halls

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# UTILIZING SOCIAL MEDIA TO BUILD COMMUNITY IN THE RESIDENCE HALLS

A Thesis

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Masters of Arts

in

The School of Education

by  
Michael Courson  
B.S., Arkansas State University, 2008  
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## **Abstract**

The purposes of this study are to understand how community is built and residents are educated in the residence halls on college campuses as well as to design a method for social media to aid that process. To achieve this, documents were collected from 10 different institutions from across the country. The documents were analyzed to determine how community is built, residents are educated, and the use of social media in residence life. The results showed that none of the institutions were using social media in any form. It also showed that all of the institutions build community and educate residents through similar methods which led to the seven themes: 1. Community; 2. Intentional; 3. Academic Success; 4. Relationships; 5. Programing; 6. Resources; and 7. Inclusive. After understanding the methods used to build community and educate residents, a process to implement social media to aid in both areas was designed. The final piece is an example of specific features of social media to build community and educate residents within a residence hall on a college campus.

## **Chapter 1**

The idea of using social media in the residence halls is not a new concept, but the idea of using it to build community in the residence halls is a new concept. Because this has been a topic that I have been very passionate about for several years, I designed the first chapter to explain social media and residence halls along with my own personal experiences. It outlines the initial confusion of what is social media to the idea that social media can help achieve the residence life goals for community building.

### **My Induction to Social Media**

It's September 2005; I decided to pledge a fraternity. During rush, I continue to hear about this thing called the Facebook(<http://www.facebook.com>), I finally ask what is the Facebook? The guy looks at me like I'm a freak for not knowing. He explains that it is a place for you to connect with people and find old friends. Oh, it's an online yearbook, I reply. He laughs and says yeah something like that. This is how I meet social media: a random conversation during a fraternity rush event. Social Media has gone through a wide variety of changes since that day in 2005.

**What is Social Media?.** Beyond Facebook, what is social media? The answer to that question depends on who is answering it. Joosten (2012) used crowdsourcing to create a shared definition for the term social media. Crowdsourcing in this situation means that Joosten posted the question asking social media users to define the term social media. Once Joosten had received answers from numerous people, the answers were then compared and used to create one complete and encompassing definition. Joosten (2012) defines social media as, "A virtual place where people share; everybody and anybody can share anything anywhere anytime"(p. 26). Another more technical definition describes social media as, "Social Media is a group of

Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content” (Haenlein & Kaplan, 2009).

Social media has become such a normal part of life that even Dictionary.com has defined it, “Web sites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts” (Dictionary.com, 2011). While all three of these definitions are accurate, the term social media, for this research, will be defined as any web site that allows for user-generated content to be shared with anyone and fosters collaboration among its users.

### **My Induction to Social Media Continued.**

By October 2005, everyone I knew had a Facebook account. The funny part was not one of us had any idea what to do with it, but we were addicted to it. Looking back at it now, it was almost just another way to spread chain emails or bizarre lists like how to cure a hangover. Even though I felt as though Facebook had no real purpose, I spent many hours taking the time to find everyone in my life that I knew to add as friends; also included in the search were residents on my floor. I was a resident assistant at the time. I wanted all the guys on my floor to like me and be my Facebook friend - I am not sure why, but I did. I made a Facebook group for all of guys who lived on my floor; it was never used, but we were all members of it.

**Residence Halls: Informal Education.** Schroeder & Mable (1994) said that research is showing the students learn as much from other students as from formal education in the classroom. If this is true, it makes sense that residence halls have the greatest potential for education on campuses. When residence halls utilize well-planned programs through an integrated educational model, the students are provided the greatest level of student learning

(Schroeder & Mable, 1994). A few years after Schroeder, Mable, and Associates wrote *Realizing the Educational Potential of Residence Halls*, Shapiro and Levine built upon the ideas of what educational models should look like in residence halls. Shapiro and Levine focused on not only discussing Living-Learning Communities, but also how to take the idea from conception to a thriving element within the residence halls.

**Vision of Social Media in Residence Halls.** After graduating from college, I worked in television, and it was through the use of social media that I was able to stay in contact with my friends. When I decided to change careers into working in residence life, I had many grand ideas on how I could create the best community in my residence halls. I tried several of the ideas, but most of the ideas were not successful; the lack of success with my new ideas forced me to follow the more traditional patterns of building community – discussed more in literature review. One idea stuck with me, and I continued to attempt to refine it – using social media to build community and reach residents in a new way. Social media had allowed me and my friends to stay in touch so it made sense that it would also allow the residents to keep in touch at a higher level which would build a stronger community. Over the next four years, I researched social media's use in student affairs in order to design the best possible way to build community with social media.

### **Justification**

The basis for both residence hall education and social media work toward similar goals of sharing, community, communicating, and participating. The next logical step should be getting the two aspects to work together to achieve community in the residence halls, but this is not the case. Instead, most residence halls education programs have not evolved since social media's introduction to college campuses - this fact surprises me. Stimpson (1994) explained that college



students learn as they go about their daily lives by interacting with each other. In 2010, more than 70% of adults, young adults, and teens who used the Internet use Facebook (Lenhart, Purcell, Smith, & Zickuhr, 2010). With so many students interacting on Facebook alone, the logical step would be for residence halls education programs evolve to include social media, but that is not happening. Take into account the ease of access to the internet and to social media through the use of applications made for smart phones, tablet PCs, and laptops – the number of times students interact is limitless.

### **Deficiencies**

It seems like every week there is something in the news about the effect of social media. The stories tend to follow the negative side of social media. One example of these stories is about a teacher who lost her job because her Facebook posts commented on students and the students' parents (Heussner, 2010). Another example of the negative ideas of social media come from the confusion created by social media in the legal system. This article explains how the American Bar Association held an event to attempt to try and answer some of the biggest legal issues surrounding social media (Harris, 2011). There are many more stories like this all it takes is a simple search on the internet to find. Even with all of these stories, there is very little research on the role of social media in the residence halls.

The majority of the published research is actually about cyber-bullying and other online misbehavior or on the “mystery” that is social media. This can be seen in the differences between two books published within a year of each other on the topic of social media in student affairs. The first one is a 283 page book focused on the application of social media in higher education, specifically in the areas of student affairs, enrollment management, alumni relations, and career centers (Wankel & Wankel, 2011). Divergently, the other book is 420 pages of the effects of

online misbehavior in higher education (Wankel & Wankel, 2012). While both are in the same series, the idea that it only takes one book, 283 pages, and 21 authors to cover four different focuses; while it takes 420 pages and 40 different authors, to discuss only the range of conduct issues relating to social media tells you where the priorities of the researchers. I believe that most researchers are only focusing on the negative aspects of social media instead of the potential for positive effects because of the above news stories. One common theme that continues to arise, no matter the focus of the research, is fear; whether that is fear of invading the students' space or creating more work for the student affairs professional, it is this fear that keeps most wondering if social media is actually relevant in student affairs.

### **Audience**

While the target audience for this research is the residence life staff that directly supervises the buildings, any other residence life staff member that works with the residence hall education design or implementation will also benefit. The upper-level residence life staff member will gain a better understanding of how the traditional methods for residence hall education are very similar to the features in social media. Entry-level professionals and graduate assistants, who operate the buildings on a day-to-day basis, will learn how to utilize social media to provide a greater educational experience for the residents.

### **Problem and Purpose**

The problem with my idea for building community in the residence halls is that none of the literature explores the use of social media in residence life. Another problem is that most of my supervisors did not see the same vision I did for social media's incorporation into community building. Beyond not seeing social media as a valuable tool in residence life, many professionals

that did use social media only saw it as a way to advertise for programs and events and not a new way to engage the students.

The purpose of this qualitative study was to examine the current methods of community building in a typical resident education program and design best practices for implementing social media into this program. I studied the following research questions:

- Is social media being utilized by Residence Life Departments?
- How can social media be implemented into resident education?
- What are the typical methods for building community?
- What is typical method for teach building staff to build community?

## **Conclusion**

To provide the answers on the best use of social media in the residence halls, I researched existing literature on the use of social media in student affairs focusing specifically on residence life. I also researched the existing literature on building community in the residence halls. Once I have reviewed the literature, I will collect documents from various institutions that outline the use of both social media and community building within the residence halls. I then combined that data with my own experience and familiarity with social media to design a best practices for utilizing social media to build community in the residence halls.

## **Chapter 2: Literature Review**

The literature review is divided into three sections. The first part is focusing on a broad view of social media in student affairs. The second section demonstrates two different legal cases pertaining to social media. The third section provides a basic background on education and community in residence life.

### **Social Media**

In this section, I provide an overall view of the use of social media in the realm of student affairs. While my focus is still on the residence life side of student affairs, I discovered that the only residence life based articles on social media pertained to students judging a roommate before meeting the roommate. Because my focus is on the utilization of social media in residence life, I have broadened my scope to include the utilization in all of student affairs.

Olson, Rothenberg, & Wardell (2010) explored the idea of building community in what they called a virtual environment or what most view as Web 2.0. The general concept is that an institution can create the same type of engagement and interaction through the use of Web 2.0 services, such as Youtube, Flickr, and blogs, as the institution does in the physical world. The writers focused on three different aspects of this engagement: targeted blogging, online parent resources, and student-generated content. Within these three areas, the same philosophy exists - get the students and stakeholders interacting with each other. The authors conclude that it is very important for student affairs professionals to not shy away from these new communications, but jump in and engage the students and stakeholders.

Jamieson (2007) discussed the idea that student affairs professionals need to be aware of the freedom that YouTube provides. While this article is a few years old and spends much of it explaining exactly what YouTube does, it does provide a very interesting view on how

dangerous YouTube could be not only to individuals, but also any institution. Jamieson discusses how the videos like “Stoned Professor” (bo9agr, 2007 ) and the UCLA Campus Police tasing a student in the library (entereidolon, 2006) showcase two of the worst aspects of YouTube effects for institutions. The “Stoned Professor” shows how easily the credibility of the academic standards of the institution could be questioned and cost one of its professors his livelihood. The UCLA Campus Police video brought legal action against the university for using unnecessary force and the evidence provided by students who videoed the incident makes it more difficult to defend against the claim. While those two videos demonstrate everything that could go wrong, Jamieson closed the article by explaining how video distributed with such ease could be of great benefit in higher education. The main positive aspect that Jamieson discusses is the availability of videos of undergraduate classes online from both Massachusetts Institute of Technology and Yale. These video courses provide absolute universal access to everyone with an internet connection. Jamieson concludes that with the field of education colliding with technology more every day that Student Affairs professionals need to adapt and search for opportunities with these new technologies rather than resist the change.

Olson & Martin (2010) focused on the idea of engaging students with social networks. The authors noted how technology continues to evolve rapidly and this rapid growth of new technologies keeps students connected to each other, home, and any other aspect of their lives greater than before. This level of connection to emerging technologies makes those technologies a daily ritual for the students which means Student Affairs professionals should attempt to connect with students through social networking websites. The article does not detail any specific ways in which to engage students through social networking websites, but it does

recommend that Student Affairs professionals use social networking sites to find opportunities to better engage and serve students.

Ratliff (2011) states that student affairs administrators should use social media to engage our students. Ratliff discusses how, for the most part, people believe college and university campuses are a haven for social media, but, for the most part, the faculty and staff will not jump in without being forced. The author describes how many professionals express fear of information overload or not understanding the medium, but Ratliff also explains that it is not just the majority of students engaging in social media - it is all students. Because the students communicate through social media at such an elevated level, the students expect faculty and staff to also communicate the same way; basically the students expect all aspects of life to mirror each other. In the end Ratliff concludes that students are engaged on social media and have a desire to be connected to the campus as well, but the administrators on campus are silent.

Guidry (2008) discusses the perception of technology in student affairs. Guidry explains that typically it is believed that student affairs professionals do not adapt to new technology, but through all of his research, he finds time and time again where student affairs professionals have accepted and implemented new technology. Guidry points out that technology is more than just computers and the Internet; he discusses the telephone and how the first number at Indiana University was for a student affairs professional. While Guidry reveals how all of the presentations on new technology through the years at American College Personnel Association (ACPA) and National Association of Student Affairs Professionals (NASPA) conferences, he brings up how these typically only explained what the technology does and not how and why students use it. Guidry concludes that while student affairs professionals do adapt to new

technology quickly, we need to focus more on the understanding of how and why our students engage with this technology.

Austin, Giroir, & Underwood (2010) discuss how the technology used in the classroom has the potential to aid student affairs professionals as well. The authors explain several Web 2.0 technologies that could work well. While the technologies mentioned are not typical social media, all of the technologies are used to create an environment that looks for participation by users. The technologies are wiki, Poll Everywhere, Dimdim, and Moodle. Wiki is a website that allows for collaboration on documents by multiple users at the same time; wiki allows student affairs professionals to write up articles or proposals without having to send emails with the changes back and forth. Poll Everywhere is a software that allows people to text answers to questions by text messages or internet. Poll Everywhere allows student affairs professionals to have access to instant assessment. The results can be viewed on any mobile device and even embedded in a PowerPoint presentation. To help student affairs professionals save time, the authors discussed the web based application Dimdim. Dimdim is a webinar software that allows for voice and video sharing. The upside of Dimdim over other similar products is that it does not require any installation on the computer. Moodle is typically used for classes as an online supplement for or as the entire class online. The authors discussed how Moodle could be used to allow for sharing with students of certain files and information. The authors concluded that these specific technologies are valuable to student affairs professionals because each is either free or available at little cost; the authors also concluded that if higher education graduate students use these technologies in graduate school the students will attempt to implement them as professionals.

Munoz & Strotmeyer (2010) attempt to explain what exactly social media is and the implications for higher education. The authors explain that social media is the same as web 2.0; the difference is that social media became the more popular term. Social media refers to the idea of online community members contributing ideas and information to each other members who share the same values. The section on implications for higher education is very limited in detail; the authors spend most of the section discussing the dangers of social media and how users should not enter the social media realm if the users aren't ready for the potential dangers. The most detailed part of the implications section is the explanation of how Information Technology Services (ITS) will need to change and adapt. The authors explain that ITS will need to expand and form partnerships with outside companies like Google or Microsoft because the homegrown systems cannot provide the same services. The authors also discussed that to discover the best ways to implement social media is to utilize student workers.

Farrell (2006) explored the notion that incoming freshmen were requesting roommate changes before arriving on campus due to the Facebook and MySpace profiles. Farrell explains that while it is normal for most incoming freshmen to worry about living with a roommate for the first time, the ability to research your roommate and gather information without having to call them has increased anxiety. Farrell shows both a positive situation and a negative both happen as a result of an assumption made about the individual's online profile. The positive side to social media is that it provides an opportunity for members of residence halls and floors to communicate before they arrive. The biggest downside is that parents are using the profiles to explain why room changes must happen before the students arrive. Farrell concludes that residence life professionals need to encourage parents and incoming students to talk with the new roommates before making any judgments based on Facebook and MySpace.



Jenness (2011) evaluated the use of Facebook in Higher Education as a tool for student engagement. The author uses real institutions to demonstrate how Facebook can be best utilized for engagement in several different areas. The author focuses mostly on the engagement of newly admitted students through orientation pages; the author then moves on to how to engage current students with the same methods but focused on clubs and activities. After the extra-curricular sections, the author focuses on how to use Facebook in the academic. When it came to academics, the author states that Facebook needs a better way to interface with the course work, but students do use it to try and create study groups and finding tutors. The article suggests that the reason students are more willing to seek help on Facebook rather than Blackboard or Moodle is because of how familiar the students are with Facebook. The author concludes that while Facebook has great potential for student engagement and even while some institutions are implementing it well, there is still a need for further research.

Bliss (2008) explores how new media like Youtube could be a way to create an open dialogue for social justice and diversity conversations in Higher Education. Bliss explains how this generation of college students have the ability to choose the media they view at such a great level that none of them agree on what the top news stories of the day are. The customization of news creates a very small world view, but the values of the students have typically stayed the same. To help college students with very different backgrounds connect and realize that they share values, Bliss created an activity using Youtube. The activity has each student pick a Youtube video that the student identifies with the values; they find important the student then explains how and why the student identifies with it. Because of the different experiences and views of the students, everyone is exposed to seeing the same values expressed in different ways

which has led to better connections made between students. Bliss concludes that this simple Youtube activity can empower the students and let them know that their voices matter.

Esposito and Booth (2011) discussed the idea that because students are online mentoring needs to evolve. Both authors called it Mentoring 2.0. The article details how classic mentoring techniques and student affairs administrators need to adapt to work with web 2.0 technology. They discuss how we can use Facebook instead of email because, to the students, Facebook is more important; the students also check Facebook more often than email. Facebook is viewed as more personal and shows students that you, as a student affairs administrator, truly want to connect with the student. Both Esposito and Booth have different methods as to what contact through web 2.0 is acceptable. With both methods described in the article, the authors warn of the dangers of engaging students through web 2.0 - dangers including the invasion the students' personal space. The authors advise not to use web 2.0 and other social media for formal instruction. The authors recommend using it for "teachable moments" but making sure not to embarrass the students on the sites. The final warning the authors' provide is that if an administrator does not know how social media and web 2.0 work that administrator does not use it.

**Learning theory in online environment.** Arbaugh (2008) discusses the idea that while learner-learner interaction is important in online courses, it takes interactions with the instructor to gain the knowledge. Arbaugh wrote the article as a response to Kraiger's idea that the best knowledge gained in Web-Based Instruction courses is through the participants interacting with each other. Arbaugh agrees that the interactions between the participants are valuable, but he believes that, without an instructor's guidance, knowledge is not truly gained. Arbaugh cites the work of Garrison, Anderson, and Archer (2000) to explain that web-based learning only works

when “real” persons are engaged and demonstrate critical thinking. The framework for web-based learning consists of three parts: teaching presence, social presence, and cognitive presence. Kraiger focuses on the teaching presence of this framework and explains that it has three parts: Instructional design and organizations, facilitating discourse, and direct instruction. The first part of Kraiger's framework is the course design and organization piece. This category revolves around the idea of how the online course is built and whether it contains Power Points or audio/video elements. Kraiger emphasizes the importance consistency in design and organization because it helps to create engaged participants and better discussions. The second part to Kraiger's framework is called facilitating discourse. Within the section, Kraiger highlights participants interacting is a positive aspect, but without an instructor helping to guide the discussion and limit the posts of those who attempt to control the conversation, the discussion becomes negative. The instructor also needs to provide the right questions to help the participants reach an understanding of the topic. The last element of the framework is direct instruction. This section focus picks up where the second piece left off. It explains that a content expert needs to lead the discussions and not just act as a facilitator. The content expert can provide better feedback in a constructive and knowledgeable manner that allows the students to truly learn the content. The content expert can also help guide participants when a misinterpretation of the materials happens. Arbaugh concludes that while this framework is designed for online courses, it must be considered by organizations when it comes to planning training programs that will be online. The author also wanted to help demonstrate that the role of the instructor in third-generation learning environments cannot be decreased.

While all of the articles and book chapters above show both positive and negative aspects of social media, the negative aspect gives rise to legal issues that have arrived from social

media's use. The following cases are only a small sample of the cases about social media, but I believe they highlight two of the biggest issues - cyber bullying and freedom of speech - that arise in higher education.

### **Legal Issues**

While there are many legal issues surrounding social media, the two major themes that stand out are cyber bullying and free speech. Cyber bullying is becoming a hot topic in student affairs and residence life. The growth in the focus on this area can be seen at various conferences that have more than one session focusing on the topic. It has also become an issue with roommate conflicts that I have mediated in my role as a residence life professional. I highlighted free speech because of the notion by many that what is posted on social media sites should be considered free speech. I wanted to ensure that people understand that free speech can be limited and use an example of that with social media.

**Social Media and Cyber Bullying.** In January 2007, a group of high school students started a Facebook group. On that Facebook group's page, the members began to post statements about another student. The statements described in detail about how the student contracted AIDS and other sexually transmitted diseases until she eventually turned into the devil. One of the group members even posted a picture of the student that was edited to show the student with an ear on top of her head. The picture also contained the caption "Evil has got a new face... It has never looked so terrifying." The student sued the members of the Facebook group for defamation of character (Finkel, 2010). The Facebook group was set as secret – meaning that only the group members could see the posts and pictures. The group was also listed as a "just for fun group" (Finkel, 2010). The settings in Facebook group type list have a wide range of options such as fraternity, political, social, study, alumni, and many others. The types are used to allow

members to understand the purpose of the group. The court dismissed the case for three reasons. The “just for fun” type list on this group gives members the impression that no element of the group should be taken seriously. The court also held that for defamation to apply, the statements made must be believable by a reasonable reader. The third factor in the court dismissing the case was based on the secret setting (Finkel, 2010).

**Social Media and Free Speech.** A student studying mortuary-science at the University of Minnesota – hence referred to as University – was disciplined for Facebook statuses posted by the student. The student posted comments about treating the cadavers like Bernie from the movie *Weekend at Bernie’s*. The student also posted that getting to stab the cadavers would be a great stress reliever and even stated that she wanted to stab a certain someone in the neck with a trocar. (Tatro, 2011).

The student had attended an orientation program that addressed appropriate conduct and signed a disclosure form agreeing to the programs rules. The student’s Facebook settings were set to allow her Friends and Friends of Friends view her status updates. It was confirmed by the student that this group of people included hundreds of people. After another student notified the department about the Facebook posts, the director of mortuary-science program informed the student that because of her posts, she could not return to class until further notice. After the police investigated and found no crime had happened, the student was allowed to return to class. The University had a discipline hearing for the student and decided to give the student a failing grade, requiring her to enroll in a clinical ethics course, write a letter to mortuary-science department faculty, and complete a psychiatric evaluation (Tatro, 2011).

The student sued the University stating that the Facebook statuses were freedom of speech protected by the First Amendment. When it comes to freedom of speech with students,

the Supreme Court has held that schools may limit or discipline student expression if school officials “reasonably conclude that it will disrupt the work and discipline of the school.” Because the student’s posts presented substantial concerns about the integrity of the program and the University had reason to be concerned for the safety of the campus community, the court ruled that the Facebook posts in this case disrupted the work of the University. Since the University could reasonably conclude that the posts disrupted the work of the school, the University could discipline the student without violating the First Amendment’s freedom of speech (Tatro, 2011).

### **Social Media Literature Conclusion**

While student affairs is writing about social media, very little of the literature pertained to how to use social media in a positive way, let alone how it could be used in residence life. The biggest issues is that the articles focused on using social media typically conclude that it is up to each individual user to determine the best way to use social media. I included one article that did not specifically focus on social media and more on the learning in the online environment. This article explains some methods to engage students in an online environment which can also be used to build community with social media.

### **Residence Life**

The social media section outlined a few ways that can social media can be used in student affairs, but I still need an outline of how community is built in the residence halls. Because of the lack of literature pertaining to social media and residence life, I researched the basics of residence life and the general philosophies held in the field. This next section of the literature review will serve as a frame of reference for the findings, analysis, and connection of social media to resident education. While there are more articles that explain the how and why of

community building, I am highlighting these because these articles provide a solid foundation for understanding of residence life philosophies.

Blimling, Pascarella, and Terenzini (1994) wrote about how living in residence halls impacts college students. The authors covered a wide range of impact areas, but most of it focused on the academic impact of living on campus. According to the chapter, there is little evidence that living on campus improves overall GPA of students. It does, however, improve the students' persistence and graduation rates. The evidence in the authors' research shows that the strongest impact on residential students is social/extracurricular involvement, as well as, satisfaction with college. The authors say this is not surprising due to being surrounded by peers as opposed to family members at home or by oneself in an apartment. While the evidence suggests that living on campus or off campus has little impact in the first year, the net effects of residence hall living are cumulative, so the longer a student lives on campus the greater the gains in the student's development. After briefly covering the personal growth and development of residential students, the authors return to academic impact and discuss what the impact of living environment and arrangements has on residential students could be. Living-Learning Centers (LLC) were a large focus of this section. The authors concluded that living in this type of environment does prove to be educationally beneficial. The authors did mention how the LLC environment creates a better social atmosphere, but the authors never explained exactly what a better social atmosphere is. The authors then focused on assigning high-ability students - in terms of academic ability - with other high-ability students in halls creates a greater level of success in the coursework. However, if high-ability students are paired with an average ability students, the performance level is not as high. The authors also discussed how creating a "study floor" also has the same level of impact on student GPA as assigning the students based on

academic performance. The authors then touched on assigning students together based on academic major which did not show any significant improvement in GPA, but did show stronger persistence in that major and a greater connection to the coursework. The authors concluded that residence halls foster an environment that plays a major role in the academic success and personal growth of students. The challenge is how can we, as student affairs professionals, harness the influence of the residence halls to create a positive experience for all students.

Levine (1994) used two books written 70 plus years apart to demonstrate how little faculty, administrators, and other non-students play in the lives of students. Levine hammered home the point that class and academics are dwarfed in comparison to the personal life - Levine stated that the average student spends 15 hours a week in class which leaves 153 hours that would fall under the residential life aspect. Levine contends that the books depict an accurate view of college life that means that faculty and administrators have little to do with the education students receive and it has more to do with what students learn from other students. After noting how little the role of the classroom is in students' lives, Levine writes basically a call to arms for residence life professionals; Levine says that the incoming class must be reached by faculty and administrators before the upper class students can teach them negative "traditions." Levine outlines several ways this could be done through what he calls guerrilla education. The list of ideas is as follows:

- Take advantage of design opportunities for space and the populations that live there
- Intermix the residents with faculty and administrative offices
- Extend residential education to the nontraditional students
- Provide leadership training for residents that are not student staff
- Utilize current campus, national, and world events to educate residents



- Cater to residents interests
- Provide recognition for residents
- Incorporate the same mission, vision, values, and philosophy into all aspects

While Levine acknowledges the name “guerrilla education” might not be the best, he believes it might exactly what we need to actually make the necessary changes to reach our students.

Nuss and Whitt (1994) wrote about how institutions need to attempt to connect residences halls to the curriculum. The authors start by explaining that education is not only in the classroom, but also in extracurricular activities of the students. It reads much like a call to arms for residence life professionals to align the departmental goals with the educational goals of the college/university. The authors, then lay out several examples of institutions that have done this and been successful with it. All of the institutions have accomplished this task by creating Living-Learning Centers (LLC). The institutions used are Earlham College, Stanford University, Michigan State University, James Madison College, Lyman Briggs School, and University of Maryland at College Park. Each of the institutions have defined LLC differently and created various ways that make the LLCs successful. While all of the institutions have the similar elements of the LLCs, the authors highlight the parts of each institution’s LLCs that are different than the others’. This section provides many different methods and ideas on how an institution looking to start LLCs could create a successful LLC. The authors then explain that there are three reasons that all of these LLCs are successful: clarity of institutional purposes; policies, practices, and environments that connect the classroom and resident life; and staff committed to this connection. The authors conclude by advising that the decision to create LLCs is an all or nothing type of decision. The residence life department must be committed to LLCs and acknowledge when certain characteristics of other LLCs will not work.

Minor (1999) addresses the idea of community development. Minor first reveals a grave mistake of residence life departments is distinguishing community as an end goal, yet not a piece of that intertwines with the academic mission of the institution. Then, Minor explains the value of community. Focusing on that feeling of home the residents should feel as well as the notion that the students should feel as though each of them matter within the living space. From a departmental standpoint, residence life professionals should strive to achieve a fully functioning community because it decreases the negative workload - conduct issues. Because fully functioning communities cause students to have higher satisfaction levels with the residence halls and campus experience, it would allow departments to reallocate funds to other projects instead of events that try to convince the student living in a residence hall is a great experience. After explaining the value of community, Minor states that there are eight elements that make a community. The eight elements of community are: (1) common purpose and core values; (2) Membership and relationships; (3) proximity, territory, and boundaries; (4) shared standards and expectations; (5) communication and decision making; (6) active involvement in shared experiences; (7) customs, traditions, and celebrations; and (8) identity and commitment. While these eight are the elements that make up a good community, Minor explains that these do not tell us how to build a community; Minor then explains a six step framework that explains how to build community with these elements. The model chosen is from Saint Louis University, and it is called the Six I's. The Six I's are: (1) introduction; (2) interaction; (3) involvement; (4) investment; (5) influence; and (6) identity. Minor then explains that not all communities that have these traits/characteristics are positive. Minor uses the fraternity from the movie Animal House as an example of a community that has these characteristics, but did not align with the academic or personal development of the institution. Minor states that for a community to be

successful with academics and personal development, it is best to use a form of LLC. The author explains that LLCs provide the best situation for residents to blend academics with social interaction that will help develop the skills necessary for success after college.

Gurley (2012) revisited a notation that appeared in the early 2000s about incoming students looking each other up on social media sites before arriving at college. The difference is Gurley is taking it to the next step - roommate conflicts over social media posts. While this was the first situation Gurley had encountered like this, and it was discovered to have arisen from miscommunication, Gurley's tone is very different than that of the articles from the early 2000s. After explaining that the roommate conflict was actually miscommunication, Gurley addresses how we, as residence life administrators, need to embrace social media. This does not mean that we need to all be friends with our students or even post daily, but that as residence life professionals, we must understand the culture and uses of social media. If residence life professionals do not understand social media, it only creates a greater disconnect between the students and staff. Next, Gurley addresses the conduct issues that can arise from social media posts - like underage drinking in the residence halls. Gurley says that professionals cannot ignore this situation and must take action. Even though the professionals do not want to police the buildings, it is the professionals' job to help educate the residents about the consequences of actions not only on and off campus, but also in cyberspace and social media. Gurley ends the article by reinforcing the idea that residence life professionals need to be fearless and use social media to aid the students growth because if professionals do not, who will?

Blakely (2012) discusses in the article how outdated the methods for programing in the residence halls are. Blakely does not highlight only his institution or ones he has worked at, but all institutions across the nation. The methods of taking surveys of residents, RAs being the

speakers/experts, and attempting to provide new knowledge to residents are Blakely's biggest issues. These are methods that not working and residence life professionals know it, yet nothing is being done to change this practice - short of adding more programs. Blakely compares the education models and programs that the staff attempt in halls to shooting at something then drawing a bull's-eye around the hole. Instead, Blakely states that the staff needs to determine the learning outcomes for each community and program then find the best way or ways to shoot at those targets. Blakely believes that if residence life staff focus on making residents feel as though each one of the residents matter and provide the residents with new perspectives on previous knowledge, then the community and educational goals will also be achieved.

Stoner (1999) wrote on the value and positive effects of leadership and governance in the residence halls. Stoner first discussed how residence life departments needed to be collaborating more with other departments on campus to actually develop leaders for all of campus. Stoner explained that there are only so many leadership roles in a residence hall. However, students learn from other students so student leaders living in the halls will aid in other students' leadership development. Stoner next wrote about a couple of universities who require that during certain times throughout the week that all faculty and administrators are available for conversations with students. At one institution, it was every Wednesday from 1:00pm to 4:00pm - no class, no appointments, no committee meetings, no student organization meetings. At the other institution it was every Tuesday and Thursday for one and half hours. Stoner explained that this allowed the students feel as though the administrators and faculty were listening to them and actually cut down on faculty/administrator committees and task forces. After Stoner discussed all of the campus wide ideas for student leadership, Stoner explained ways that residence life could provide positive leadership experiences for students. The big focus was on the RHA element and

getting students involved with the state, regional, and national affiliations of National Association of College and University Residence Halls (NACURH).

### **Residence life conclusion**

Residence life experts are beginning to look at social media and the ways it could be used. For now though, there is yet to be any real focus on what the best practices could be. The bigger challenge with the residence life material is that most of the published research is over a decade old. Even when looking at the Association for College and University Housing Officers (ACUHO) library, the few publications listed are several years old. I believe the reason for this is that departments are sharing information through state, regional, and national conferences instead of published articles.

### **Literature Review Conclusion**

Overall, there is very little written about the utilization of social media in student affairs. The bulk of what I found focuses on the dangers of social media or that it is the discretion of professional on how to use it. While I understand that social media is still a new technology and how dangerous it can be, I feel that it is my job - as a student development specialist - to know and understand this new technology in order to educate my students. The literature on residence life – while informative is dated – did not discuss social media or even technology.

The literature review focused on building a framework for the use of social media as well as the framework of community building in residence life. I did discover that residence life is also very focused on the idea of educating residents. While my own experience allowed me to know that before the literature review, the review helped me understand how great of a focus the educational side of residence life is. While the purpose of my thesis is to design best practices for using social media to build community, I cannot help but wonder if any departments are even

using social media at all. If departments are not using social media, I will need to focus on how the departments' build community and not solely on social media. If I can understand how departments actually build community, I can figure out the best method for using social media to duplicate the same.

### Chapter 3: Methods

From the literature review, I learned that social media in student affairs – specifically residence life – is not a highly discussed topic. I also realized that the residence life literature does not discuss social media at all, but that may be because most of it is dated from before the earliest social media literature. Because of the literature not specifically addressing my question of how can social media be used to build community in the residence halls, I suspected that the documents from various institutions would outline how social media is used to build community. I decided the best way to determine social media's value in residence education was to examine the current methods used in resident education. I emailed multiple institutions requesting any documents that outline the programming models, RA Class Syllabus, training presentations, and any other tools used to teach the building staff how to educate residents.

#### Sampling

My goal was to acquire documents from 10 to 15 different institutions. I obtained documents from 10 different institutions. I succeeded in obtaining the documents from varying institutional types. Below is the breakdown of the institutional types in charts.

Table 1  
Region Distribution

<b>Region</b> (based on Association of University Housing Officers regional breakdown)	<b>Number of Institutions</b>
<b>Southwest</b> (Texas, Oklahoma, Arkansas)	4
<b>Southeast</b> (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia)	5
<b>Northeast</b> (Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont)	1

Table 2  
Institutional Size

Size	Number of Institutions
Small (under 10,000)	2
Mid-Sized (10,000 – 20,000)	3
Large (greater than 20,000)	5

Table 3  
Institutional Type

Type	Number of Institutions
Public	8
Private	2

One of the biggest challenges in the document collecting is that because every department is different, there is not a definite type of document every department has on resident education. Only two of the institutions I contacted taught an RA class, so I only received two examples of RA class syllabi. It is interesting to note that the larger of these two has an enrollment of about 9,000 students, and both of these institutions have only recently - the past 6 years - had professional live-in staff. Beyond the RA class element, I received very similar documents from all of the institutions. The most popular was the section of a staff manual - for RAs, building supervisors, or both. In these documents it outlined what is expected in terms of community building, educational aspects, and behavior of both student and professional staff within the building.

Once the documents were obtained, I spent time focusing on the questions I originally set out to understand. I then spent time reflecting on the information found in the literature. Designing a protocol was the next step. A protocol is a way to derive information from a



document similar to the idea of asking questions in an interview (Altheide, 1996). As the figure below will explain, I took each document and reviewed them with the protocol which allowed me to discover the themes of the documents.

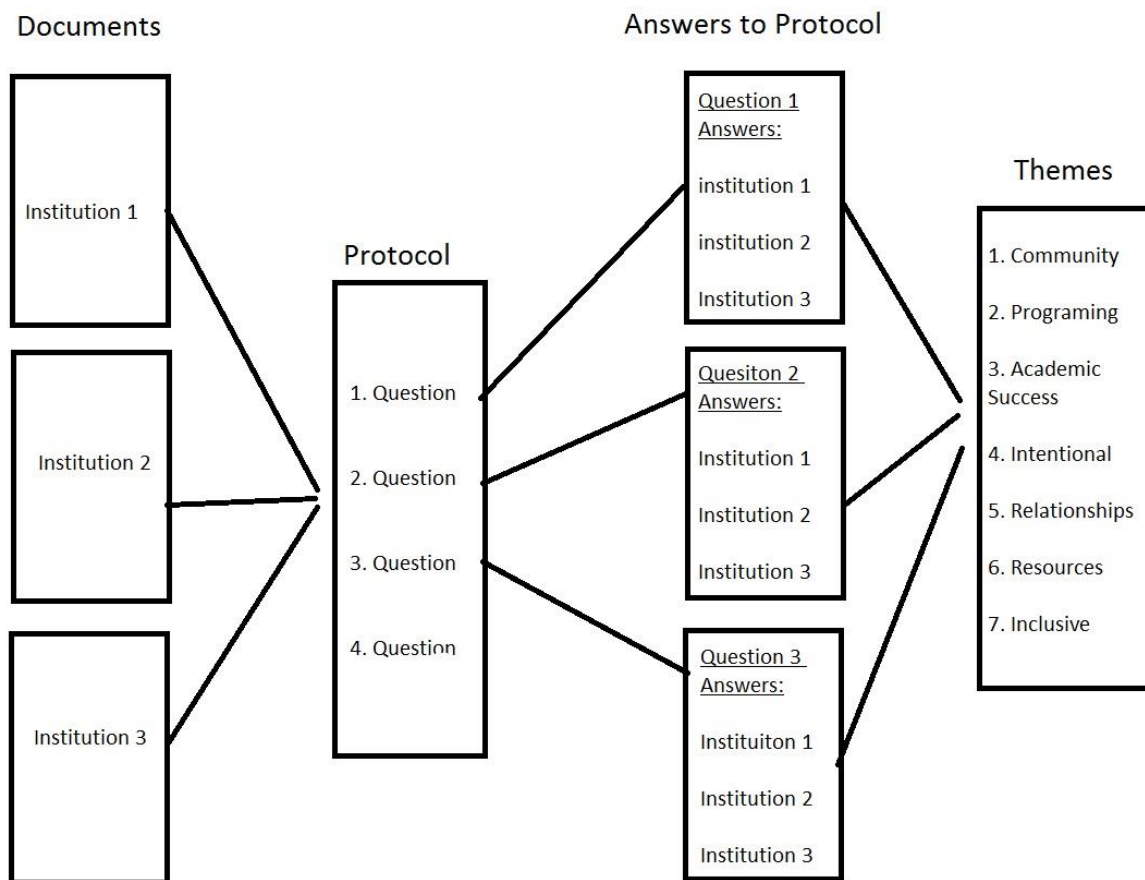


Figure 1  
Document Analysis

Figure 1 seen above is explains how protocols are used to extract information from documents. In this visual there are three documents on the left. While the figure only has three documents shown, I did actually do this with ten; I changed it to be three to save space. The lines indicate that the document analyzed by the protocol one question at a time indicated by the lines on the left of the protocol box. The lines on the right of the protocol box indicate how the

answers to each question were separated. I only show that three answers separated which again was done for space in this figure. The answers to the protocol questions were then used to find the common ideas or themes that run throughout the documents.

Before I explain themes, I wanted to outline my protocol and the types of documents I received. My protocol was very simple. I wanted to learn a few key points which were: (1) utilization of social media if any; (2) the value, methods, and reasons for community building; (3) the value, methods, and reasons of educational efforts; and (4) what is the building staff's role.

I needed to see what kind of documents I had actually obtained, before I began reviewing the documents. Because I had only received 2 RA class syllabus and both were from small institutions, I decided that these documents were not useful to answering my protocol. Also, several of the other institutions included in the emails that there was not a class requirement for RAs. The other type of document I collected was staff manuals or at least part of the staff manuals. When it comes to the institutions who submitted the entire staff manual to me, I only used the portions of these staff manuals that focused on the community building and educational efforts of the residence hall staff. The staff manuals covered pieces of the residence halls that did not pertain to these two ideas such as, emergency procedures and facility issues. The two main parts that provided me the information was found within the community responsibility and programing models. The rest of the institutions sent me only these two pieces of the on community responsibility and programing model.

As I reviewed the documents, I looked to answer the questions from my protocol. I went through all of the documents looking for the answers to only one question at a time. By focusing on one question, I did not confuse the any of the ideas. After getting all of the information from

the documents, I reviewed the answers to the questions to find the common themes. A theme is a typical idea or concept that appears in multiple ways through multiple documents (Altheide, 1996). Some of the themes crossed all of my original concepts. The biggest thing that stood out immediately was the fact that none of the institutions' documents mentioned social media. I decided to do a quick search on one of the more popular social media websites for the 10 institutions to see if any were on social media. I found that eight of the ten were using social media and very easy to find. With only two not being able to be found, I checked the institutions' webpage to see if there was a link to any form of social media. One of the institutions did have a link to the Facebook page, but the link did not work, so I am not sure if there is no Facebook page or if the link on the institution's website is incorrect. The other institution did not have a link to any social media for an official account, but the webpage did provide the link to share/post any of the residence life webpages to several social media sites such as Facebook (<http://www.facebook.com>) and Twitter(<http://www.twitter.com>). It is very interesting to me that while none of the documents addressed the use of social media, all 10 institutions did have some element of social media.

Since none of the documents outlined any use of social media, I decided that the first questions in my protocol should be thrown out, and I should focus on the community building, educational efforts, and the role of the staff. Because all of the documents collected are designed as the instructions for the staff, I have removed the last question of the protocol. These two pieces of the protocol can be simply answered: social media is not used and the staff is completely responsible for the educational efforts and community building within the building. With those two parts removed, my focus with in the documents is how and why is community built and how and why do departments educate the residents. The shift in focus on the methods

used to build community and educate residents happened because none of the institutions had documents that outlined any use of social media. With this research I am investigating the use of social media to build community, so by focusing on how departments build community, I can develop a method in which those same ideas and concepts can be used to build community through social media.

### **Data Analysis Procedure**

As I stated before, I analyzed the information looking for themes or typical concepts that appeared throughout all of the documents (Altheide, 1996). The themes we found are the following: (1) Community; (2) Programing; (3) Academically Successful; (4) Intentional; (5) Relationships; (6) Resources; and (7) Inclusive. While a couple of themes were very easy to see with in the data, most of the themes were more indirectly related to another theme. Keeping in mind that my protocol was looking for the methods, values, and reasons for building community and educating residents, it make sense that community and academic success would be the first themes that I found. However, this is not completely true, the documents did discuss community and academic success heavily, but stating the answers to my protocol does not definitely make it a theme.

Community, though, is the first standout of all of the data. It stood out because it was some portion of the answer to reasons and motivation for all of the actions taken within the residence halls. Community was even linked into the academic success of the residence halls. In all of the documents had a statement that was something similar to “community is the reason for everything we do in the residence halls. It is why we staff the building and do programming.” While not all of the documents stated it exactly like that, it is overall message that exists within the documents from all of the institutions.

Since programming was specifically named as something that is done to build community, programming became the second theme. Programming was used to explain both how staff can build community and create an academically successful community. Many of the documents outlined a specific model or method for the implementation, the number, and the type of programs each staff member is required to execute. There were typically two or three sides to all of these models. The first aspect being termed as a community building program which means that residents and staff interact socially to get to know each other. The second aspect is called the academic program which means that there is some type of formal learning experience that happens during the program. If there was a third aspect, it was typically known as a diversity program; this was not always listed as a type of program because sometimes it was listed under the academic program type.

With both community being linked to academic success and programming targeting academic success, the next theme that stood out was the academic success theme. Academic success was also referred to as educational, but I choose the term academic success because the majority of the topics that were discussed under both were the same or very similar. Educational and academic success explained to staff the importance of quiet hours, working with faculty, and other programs and ideas that promoted a positive effect on residents' coursework.

Intentional theme was less obvious than the previous three. This theme arises because all of the documents noted that all of the programming models should be different based on the population of the building. Basically, intentional is not a directly used term in the documents, but all of the documents addressed how staff needed to focus on the needs of the residents. Since the overall concept is to adjust the focus based on population, I called this intentional.

Relationship theme is similar to the intentional theme in that it is not specifically named within the documents. However, relationship appears through several different pieces. The different pieces are between the residents having relationships with other residents, staff, campus, the building itself. These relationships explain what is necessary for residents to have a successful community. The staff also has to have relationships with other departments and faculty to create positive programs that build the community. While relationships were never specifically addressed, the idea of building relationships is at the core of community building.

The resource theme is indirectly mentioned throughout the documents. The resource appeared through the documents as it pertained to programing. The biggest element of resources were the relationships residents had with staff and the relationships staff had with other departments. These relationships are said to lead to successful programs which in turn means a successful community.

Inclusive was the last theme I found. While it exists throughout many of the other themes, it was one of the least clear and probably least mentioned theme. While the programing models of some institutions mentioned having a diversity or inclusive component, the focus of the programing model on this element was so small that it typically became overshadowed by the community building and academic success elements. However, when discussing necessary elements of a community, the majority of the documents said the community must create an environment that allows all of the residents to feel important and included.

After analyzing the documents and discovering the themes, I will spend the next chapter discussing what those themes mean and how they work together. Because of my years professionally working in Residence Life as a live-in staff member, I can explain these residence life themes. Once I have established the residence life aspect, I will use my expertise of social

media to demonstrate a best practices for implementing social media into residence hall community building.

## **Conclusion**

To allow me to design a best practices model for utilizing social media to build community in the residence halls, I collected and analyzed documents from 10 different institutions. These institutions spanned three different regions of the United States based on the Association of University and College Housing Officers (AUCHO) regions. I used a four question protocol to find the information needed to answer my research questions from the documents and then reviewed the summaries of the answers to discover my themes. Lastly, I will use my own personal experience and knowledge of both social media and residence life to explain the themes and design the best practices for using social media in the residence halls.

## Chapter 4: Findings

### Themes Explanation

This section provides definitions of all seven themes. These definitions are based on the content of the documents collected. It also provides the ground work and basis for the rest of the thesis. My goal is also to hopefully allow for readers to see the discrepancy between the theory of community building found in the literature review to the reality of community building found in the practice of departments found in the documents.

**Community.** The idea of community was the only theme that appeared consistently through all of the documents from every institution. While there are many definitions and interpretations of community within the residence halls, I will use the following: a community is the place where people feel that they belong, connected, included, are cared for, and a place where they feel valued. This definition alone outlines most of the themes that will follow. As you will see in the visuals used at the end of this section, community is the most important element of the residence life department.

The documents outlined many different ways in which community is built within the residence halls. Most, if not, all of the documents outlined some form of Living-Learning Community or Residential College model as the initial step of community building. The basic concept of these living environments is that the residents will form a greater sense of community by allowing students to live on floors or in buildings based on a common interest. Some of the examples found in the documents were majors such as engineering, business or other extra-curricular interests like sustainability or volunteering.

Beyond the basics of having students living together, the methods to which community is built was not stated. If the documents said anything about how to build community, it stated that



community was built through the staff in the building hosting programs. The majority of the documents would then segue into the lengthy explanation of programming.

Considering that the documents suggest that community seems to be the end goal or mission of the staff in the building there is actually very little about why community is important. A public, mid-sized, technology university in the Southeast explained the importance of community better than the others. This definition is as follows:

Community development is the main goal of the Residential Life Department, everything we do on a floor or hall or apartment unit should go back to the premise of enhancing or developing a positive living/learning community environment. This is what makes residence halls and Apartments different from off campus apartments. This can only be accomplished with staff that is in the hall, on the floor (apartment complex), available and approachable. Everything we do goes back to this idea: relationships, programming, administrative responsibilities, or conduct.

This explanation is very true because technically community will form with or without the building staff, but the more involvement the staff has, the greater the chance that the living experience is a positive one.

**Programming.** Programming was a close second to community in number of appearances, but some of the institutions have attempted to move away from the traditional notion of programming by calling it a curriculum. Programming is traditionally defined as the creating, planning, financing, and administration of activities in an effort to build an attitude of community involvement and responsibility in the residence hall. The difference between that and a curriculum is that programming is seen as only the hosting of activities while a curriculum can apply to every aspect of living in the residence hall. In the end, no matter the name used to describe it, the documents focused on this section the most.

While most of the explanation in this section was explaining the model used, the key parts were the definitions. A program is any staff organized event, activity, or posting that is

intended to enhance the residents' experience while living in the residence hall. The differences in the models are very minor - with the exceptions of the institutions with LLCs or Residential Colleges. These models did not provide much in terms of what exactly is expected beyond the number of requirements from various programming categories. The biggest piece missing from this section would have been if anyone defined a successful program.

Many of the documents spent time discussing educational programming. There is a wide range of elements that comprise an education program. Some viewed it as educating residents about life skills like changing a tire or doing laundry while others saw educational programs as having a guest speaker or faculty member talk with residents. Even within the documents, it became evident that some institutions are unclear of the definition of educational programs. After reading the explanation, you feel as though you still do not know what exactly they believe an educational program to be. A small, private, institution in the Northeast explains educational programming below

To create more consistent area educational programming, Residence Directors will head intentional events in the respective housing areas. RDs will work directly with various outside departments to have a minimum of 3 programs a semester. the role of the Resident Assistants will be to market/advertise the event, help staff the event and follow-up and direct residents to the proper resources if they have questions or concerns following the event. RAs will be assigned to specific programs at the discretion of the AD and RDs of their respective areas.

That definition leaves the reader with more questions than answers about educational programs and makes it seem as though its only purpose is for staff to say "oh yes, we do educational programs". While that definition is not helpful at all, a mid-size, private school in the Southwest defines education programs as the follow:

Developmental programs focus on educating residents about the different issues they may face throughout university and life in general. These issues range anywhere from time management and exam writing to sexual health and diversity. Developmental programs concentrate on creating a learning atmosphere outside of the classroom by teaching

subjects that do not normally appear in a resident's curriculum. Developmental programs deal with relevant issues and introduce the resident to the different services and resources available to them, both on and off campus. They promote diversity and the expansion of individual thoughts and opinions. Overall, the goal of a developmental program is to provide students with the tools necessary to become healthy and productive members of the community.

The definition above informs the staff in the building what is expected from the educational programs.

Not all programs have an educational outcome however. The documents discussed another side of programming called social or community building. These types of programs were discussed to be fun, interactive, stress relieving, or anything else that can allow the students to interact with each other. The value of these programs is to provide opportunities for residents to create relationships with other residents.

**Academic Success.** The Academic Success theme was not as easy to see as the two previous themes. One of the main reasons for this is the multitude of different words to describe the same concept - a problem I had throughout the remaining themes. The general idea of the academic success element in the documents ranges from having professors lecture in the residence halls to hosting programs on study skills and time management. Other institutions promoted this concept within the community idea "as a proper community would respect the study habits of all of the members."

A mid-sized, public institution in the Southwest categorized the academic success of the residence hall as a programming effort. The same institution also said that "showcasing resources available to help with academic success and/or degree selection" is another way in which academic success can be promoted. No matter the term or vision of how this happens at the institution, the idea is the same: residents that live on campus perform better in the classroom because of resources and environment provided in the residence halls.

**Intentional.** Oddly, intentional was not the most popular theme. I call it odd because in most student affairs conversations this is one of the most dominant ideas. Intentional appeared in the majority of the documents, but the idea of being purposeful appeared in the ones that did not include intentional. Because both intentional and purposeful are being used in the same manner, I am intentional to refer to both terms because majority used that word. Intentional means having a very specific design for programs, living spaces, development, staffing, and all other elements of the community.

Intentional appears the most when discussing the way the building is themed. The decision to make it a Living-Learning Community (LLC) or Residential college designs the community in a certain way; it may also change the funding for that particular community. Giving the community a theme creates the need for an intentional programming model. The model would need to reflect the type of residents in the building and focus on developing those students in the areas needed. What I noticed was that many of the institutions that had either LLC or Residential College had different models that were more targeted at specific learning outcomes than the communities that did not have LLC or Residential Colleges. While there were several examples of these different learning outcomes, the LLC or Residential College typically had some sort of academic focus. These academic focuses guided the efforts of the staff to accommodate that interest for example a business LLC focused on business course tutoring or job opportunities for business majors or the Honors Residential College focused on promoting research by faculty spanning various majors.

Even when an LLC or Residential College was not present in the building, there were still various other ways in which the documents pointed to intentionality. The biggest way was under the programming section because in nine of ten institutions had a line or paragraph or even an

entire section on how the programing model is designed to be customized to each building. A small institution in the Southwest outlined the programing model in detail – 16 pages – and on four of those pages included the notion of figuring out the residents interests.

Whether through the design of living arrangements or programing models, intentional is one of the essential themes of all residential life programs. These two areas are the easiest to see the intentional theme, but intentionality shapes all of the decisions made by a residence life department.

**Relationships.** The relationship theme is used through most of the documents collected. While most documents discussed the building of relationships between staff and the residents - probably because most of these documents are provided to staff - the documents also emphasis other relationships. The other types of relationships mentioned were resident to resident, resident to campus, and resident to building/floor.

The relationship between the staff and resident is the easiest to understand. This relationship creates the opportunity for residents to address issues in the building and seek help with any problems with college in general. It is also one of the biggest keys to being able to educate the residents on various topics. While programs are the typical way residents are educated, it is the relationship between the resident and the staff that determine if the resident will attend the program.

The importance of the resident to campus is understated in most of the documents. While it is mentioned, it is more of an afterthought or side effect of effective community building. It was never explicitly stated why it was important for the student feel connected to campus, but the connection to campus is listed under community - community in terms of feeling like home -

it can be inferred that a resident's connection to campus can help the resident feel like the campus is home.

The relationship between the resident and the building/floor is very similar to the campus relationship. This relationship is emphasized slightly more often, but for what appears to be the same reasons. It only surfaces in the community building part, but it is stressed that it helps to create the right kind of community. The importance of a resident's connection to the building is also demonstrated when discussing vandalism; the connection to the building is stated to create pride and ownership which creates this same sense of home and helps stops vandalism.

**Resources.** Resources is a theme that was never even mentioned directly in the majority of the documents. As I examined the documents, I could see the resources being referenced. Resources is not only the idea of the counseling centers, academic success centers, health centers, or other departments, but also the knowledge the staff in the building has to direct students to these departments appropriately.

The staff is more of resource to the students as more than a referral though. Staff are also resources at the beginning of the year when it comes to giving directions to buildings, helping students read class schedules, and other basic campus environment advice. As I mentioned under the academic success theme, a mid-sized, public institution in the Southwest stated "Showcasing resources available to help with academic success and/or degree selection" is an example of staff serving as a resource to the students. Another example of the staff serving as a Resource to the residents in the building was found in the documents collected from a small, private institution in the Northeast. The document states

Office Hours (one per week): Each RA needs to have a consistent weekly one-hour scheduled office hour. This time is to be used as a drop-by opportunity for residents to talk to their RA, and due to the consistent time, allows for the residents to know for certain they will be able to get ahold of their RA during this allocated time. The location

of the office hour can take place in the RA's respective room/suite/apartment or in the RD office (depending on the discretion of the RD), but the location must have the option of privacy (i.e., an apartment RA shouldn't be talking with a resident about roommate issues in front of all the RA's roommates).

This example is the type of description found in many areas of the documents. The term resources is not typically used, but the idea of the staff serving as a resource or providing a resource is used.

**Inclusive.** Throughout the documents there were many words used to describe this concept - words such as Diversity, Social Justice, Open-minded, and Inclusive were used. While all of these words can mean different things, the documents used the words to describe the same concept. I choose the word inclusive. The reason for inclusive over the other words are because the main focus in the documents was less about differences and more about allowing everyone to be a part of the community.

The inclusive theme means that the community on the floor and in the building is accepting of everyone. Inclusive is also used to mean that everyone feels a connection to and apart of the community. A large, private institution in the Southwest defined this as "creating respectful, accepting, and open communities." While this definition defines what inclusive means, a large, public institution in the Southeast added another concept to this "resident students are encouraged to find similarities between each other and to celebrate the things that also set them uniquely apart from one another in a mutually supportive environment of personal exploration, growth, and development." These two examples show the two different approaches to the idea of inclusivity.

The first example from the large, private institution shows the definition is purely the staff responsibility. The definition comes from a section following the mission of the department. In the programming model of the same institution, inclusive is discussed as "raising

awareness of different traditions, build on similarities, values, world issues.” These are the focus areas for programs that help create inclusive communities. The way it is presented within this institution’s documents makes it the building staff’s responsibility. In contrast to the first example, the example from the large, public institution presents the idea of inclusion to be the responsibility of the residents.

The documents typically had one part or more that included the idea of inclusive, but this theme appeared the most in the department mission statement, vision, or values. The idea of inclusivity was used to describe the type of community the staff are supposed to build. Most of the documents did not provide detailed examples of how to create an inclusive community, but all did emphasize the fact that a community must be inclusive.

### **Analysis of Themes**

I drafted several different visuals for this, but because most of the themes build off of one another, most of the visuals were hard to follow. I began thinking about the themes not as individuals, but as how they work together to create community - this allowed me to create the visual above.

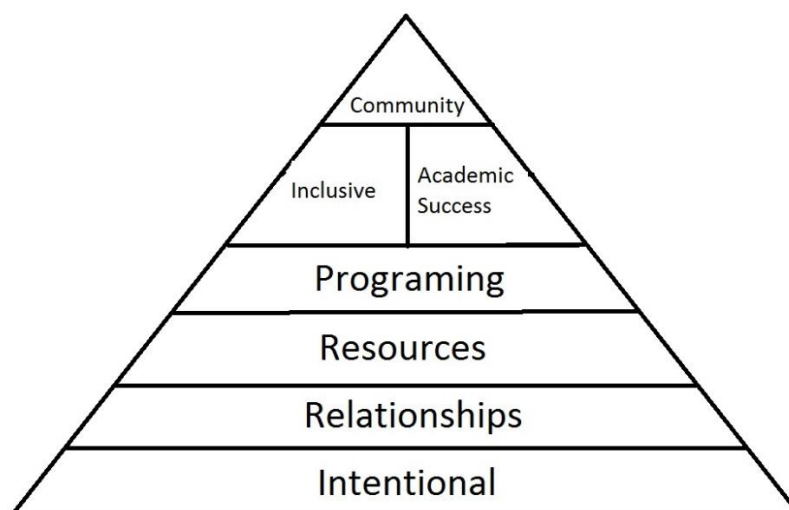


Figure 2  
Residence Life Community Pyramid



Because most of the documents explained how the creation of community is the most important theme, I placed community as the top or culmination of the other ideas. I then placed the intentional theme as the base because all of the other themes only work if the intentional theme is part of it. The arrangement and structure of the pyramid is explained most easily from the top to the bottom, but functionally, it works from the bottom to the top.

**Top Down: Explanatory.** Contrary to the literature, all of the documents focused on notion that community is the end goal. Thus I placed community at the top of the pyramid because everything else is building toward it. While all of the themes are building toward community, only two of the themes - Academic Success and Inclusive - are actually elements of a positive residence hall community. These two themes share the level directly below community to show how until these two elements are achieved a community does not exist. It is through proper utilization of programs that a group of students can become academically successful and inclusive. I use the term proper utilization because it must be something greater than the RA reciting a list of study tips or a bulletin board for black history month; it must become something that is all aspects of student interactions.

The staff within the building can program effectively when the staff uses all of the resources available. While I understand that technically programs could be resources, a program can only be a resource to the resident and not the staff. Because the staff are planning the program, the staff should already have the knowledge the program seeks to provide.

The relationship theme was difficult to place in the structure because it is such an integral part of each level. Because relationships play such an important role in all of the makes it easy to place it at the bottom, however, the question arises as to whether the relationships are resources or do relationships provide resources? I decided that relationships are what make our resources

valuable. For example: I can have the greatest resources for my students for any problem, but if I do not have the type of relationship with the students, the students will not seek help from me.

With most of the documents acknowledging a very direct mission of achieving community, the intentional theme is the base of building community. This concept is based on the staff goal of achieving a positive community and an intentional way of getting there. While some of the institutions' documents outlined a less specific plan and other a much more deliberate plan, both work toward the goal of community in an intentional way.

**Bottom to Top: Functionally.** While explaining the pyramid from bottom to top flows in a similar thought pattern, it focuses on how to build community rather than asking what it takes to build community. The idea is that the base layer plays a part in all levels and as it moves up toward community each level is built upon the levels below it. While each level may add something new, it cannot contribute to community without the levels below.

The intentional theme plays into all of the themes and how successful a community is can be determined by how intentionally that community was built. Intentional starts with the mission of the department. This mission should be something that can be seen in all aspects of departmental protocol.

Because the mission alone cannot build community, it is imperative for relationships to be built for the community. This relationship happens between many different elements: resident to resident, resident to student staff, student staff to graduate/professional staff, resident to graduate/professional staff, resident to building, resident to institution, staff to department mission, staff to other departments, and so forth. All of these relationships are critical to building community and should be sought out by all sides, but typically this means more work for the

student and graduate/professional staff. These relationships create the necessary resources to achieve the mission.

The resource level works very closely with the levels below (relationship) and above (programming) because it is what causes both levels to actually have value and function toward community. Resources are the relationships built in two functional ways (1) staff knowing residents to get attendance and (2) staff knowing who to bring to educate the residents. These relationships function as resources for the design and implementation of programs.

The program level is the easiest to see all the levels below the program level within it. Programs, as previously defined, are how we educate and develop the residents within the building. Because there is a desired outcome of community, the program is targeted at a specific outcome - intentional. An intentional relationship can be used as a resource to create a program that achieves the intention, because there is an intentional outcome.

The majority of the documents defined a successful community as being successful academically and inclusive. Therefore, programs are focused on promoting academic success and attempting to involve all residents. This level of academic success and inclusive is split because a community can happen with academic success without inclusivity, and a community can be inclusive without being academically successful. Although, as discussed before, a truly successful community will be both academically successful and inclusive.

Finally, it is the top of the pyramid: the community level. The community level being the top makes logical sense because all of the documents pointed at community as the dream result. The why is easy to understand and see in the documents. However, how community is built, defined, and successful is much less clear in the documents. To build a successful residence hall

community it begins with intentional relationships that become the resources that create effective programs with learning outcomes of academic success and inclusion.

**Reason for Alternative Designs.** Even though the model for a successful community is the same, I created two thoughts of how the model flows for very different purposes: a formula and an assessment. Starting with the base and working toward the top is the formula version to building community. While starting with the top and working toward the bottom, is not step by step guide, it is on assessing a community. This flow of thought forces the questions that allow staff to see what elements are lacking from the community to make it successful. The questions would flow:

- Is the community successful?
- Why not?
  - Academic successful?
  - Inclusive?
    - Why not?
      - Are the programmatic efforts quality?
        - Why not?
          - Are the correct resources being used?
            - Why not?
              - Are the relationships built to provide the proper resources?
                - Why not?
                  - Is our mission in line with our end goals?

While questions could be asked in the same manner starting with the bottom and moving to the top, I feel that the questions should start with the end goal and work backwards to find the answer. If community is the most critical goal for residence life departments, then it would be the most logical to start with the idea of the questions beginning with where the department wants to be and then figure out where it falls short.

### **Research Takeaway**

After examining the research and analyzing it, several interesting points stand out. The first thought that I had was how surprised I was by the results as far as the themes. Although, I am not sure why I was surprised. If I had picked the themes before the research, these would have been the results; the difference would probably be the word choices and maybe less focus on certain elements. Considering that I would have based this on the literature I read and my own experiences, it tells me one of two things. First, all of the residence life departments I surveyed have created almost identical education and community development models. Secondly, residence life departments have not changed philosophies or adapted to new technology over the past 20 years - or if they have adapted, I cannot see where.

Another major takeaway from the research has been that while social media has grown in popularity and function, residence life professionals have not yet begun to add the utilization of social media to community building or resident education efforts. While I understand the fear of social media, the fear/danger of social media does not change its power with our students.

## **Chapter 5: Community online**

### **Social Media Idea**

Even though social media is not a current method within any of the documents from residence life departments, social media can play an integral part of community building. Social media provides residence life staff the chance to reach the “reclusive” resident and even contact the “doesn’t really live here” resident. The idea of reaching these types of residents is one the biggest reasons that I wanted to implement social media use in my first professional residence life position and eventually lead me to this research. I discovered that most professionals that I talked with were too afraid of the negative effects of social media, like conduct issues or invasion of privacy, to engage students in social media. While recently job searching at The Placement Exchange, I talked about this research and my vision for how to utilize social media throughout many interviews. The institutions that I discussed my vision with spanned all the regions of the U.S. and none of those interviewing me had heard of anything like it. Because of the lack of knowledge about even the basics of creating community online from current professionals, I realized that I could not find the literature on this topic because professionals have not even begun to solve the proverbial rubiks cube of social media in the residence halls.

The following section addressing the implementation of social media and the model to describe it are based off of my research of social media in higher education, personal experience, and my vision for social media in the residence halls. While not all of my research is included in the literature review in this thesis, I have included a quality sample of the wide range of topics and types of documents that I have studied within social media. Even though anyone with a Facebook account can claim social media as a technology skill on a resume, my experience is different. My social media use has helped provide me with the opportunity to serve on an

international scholarship program review committee for a college student leadership organization as well as allowed me to build an interactive website to improve the sustainability and functionality of the desk assistant position and resident assistant position at a large, public institution in the Southeast. These two experiences are what shaped my vision. While it is a new path to achieve community, I am reminded of quote that was sent you a couple of years ago. “Ships are safe in the harbor, but that’s not what ships are for.” the quote is by William G. T. Shedd, and it describes how I feel the same way about using social media in the residence halls.

### **Visual of Social Media:**

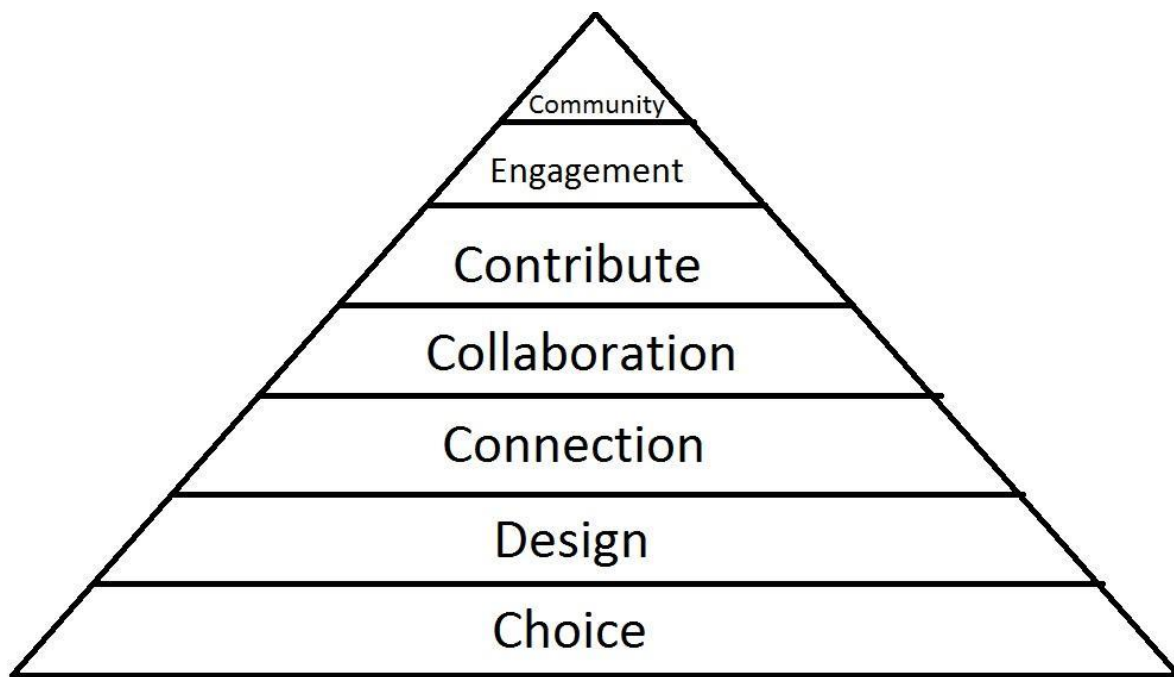


Figure 3  
Social Media Pyramid

The visual above works similarly to the last one - in the way that it functions from bottom to top and top to bottom. The bottom to top pattern creates the implementation pattern and thoughts for the use social media. The top to bottom pattern takes an online community and serves as an aid for bringing the people form online to offline community.

**Implementation: Bottom to Top Pattern.** The implementation pattern is for those departments or buildings that do not have any current social media presence. I used the term choice at the bottom of this design because it is more of a choice - to social media or not to social media? - than it is an intentional part of an overall mission. While I do believe that a successful community needs to be present in both online and offline interactions, it is evident from the documents that social media is not a requirement for a successful community. Because social media is a tool that creates a community in an online world, I again placed community at the top of the social media pyramid.

The choice level is the simplest and easiest to understand. The choice describes the decision to engage or not engage in the use of social media. The purpose of the choice is to actually engage students through social media not to only create an account and never look at it again except to advertise for an upcoming event. The choice to enter the realm of social media creates the need for the department or building to design how to use social media.

The design level is possibly the most important level. At this point in time, we know that social media interaction is going to happen, but now we must decide several very important pieces: who will use social media; what social media will we use; and how will we use social media. The who part of this level can vary greatly depending on if it is a departmental or building initiative.

If it is a departmental initiative, are there professionals within the department that are in charge of communication or that have the expertise to be the point people. If it is only a building wide initiative, the graduate/professional staff over the building can provide the necessary expertise on this small of level. The student staff within the building can also aid in the running of the social media presence, but I would recommend that there is some level of supervision of



this from superiors. While it does not matter who composes the who piece, it needs to be people who feel comfortable working with the social media, will be dedicated to making it run effectively, and are willing to learn new skills that will help utilize all that social media has to offer. Having a social media account and not using it or irregular use actually harms you more than it helps you (J. Jackson, Personal Communication). The dedication to the use of social media is one of the most important parts of deciding who will control the presence.

What specific social media sites are going to be used? The answer to this question can aid in deciding who the person/people that have the necessary expertise. While this seems easy to just pick any social media site, there needs to be a specific reason for using each social media site and what features make that site better than other sites for our use. It could even be just that this one site has the majority of our students. As we think about which features we want to utilize, we need to focus on the how section of this level.

How is another way of asking what are our goals for using social media or what is our social media mission. I left this question for last because the goals and uses for social media can vary depending on the skill sets of the who and what sites are familiar to the who. Because not all social media offer the same features nor is everyone familiar with all of the sites, it is very important to answer all three of these questions at the same time.

The connection level focuses on the idea that social media needs to blend with the standard practices that the department or building are using currently. In the same way that the missions, vision, and values of a department can be seen throughout the departmental initiatives and standard operating procedures. This connection will allow for a familiar feel to the social media side and allow users to find any information or features with ease. Connection in this way also means that all social media sites being used by a department need to all work together to

fulfill the how part of the design level. The reason for multiple social media sites is that most sites like Twitter, Youtube (<http://www.youtube.com>), and Pinterest(<http://www.pinterest.com>), only allow for a very specific purpose or set of features. Using multiple social media sites together allows the building/department to combine the purposes to produce a well-rounded message.

In the field of student affairs, professionals collaborate with other professionals and departments all of the time. The collaboration level is similar to this idea, but it must be viewed through a wider lens. Collaboration in the realm of social media also means working with already established social media presences. The biggest difference between the collaboration in the physical world and collaboration in social media is location. Through the use of social media like Google (<http://www.google.com>), or Skype (<http://www.skype.com>), guest speakers no longer have to actually attend the event to participate. The collaboration can also exist between other departments, student organizations, and students on campus that have an expertise or focus that aligns with the mission of the department.

After choosing to join the world of social media, designing the plan for its use, creating the connection between the social media sites, and finding possible collaborators, it becomes imperative that people notice department's existence in social media. While many people have Facebook pages and groups, most of these do not actually update either of them with information. Like Jai Jackson discussed with me, it is worse to have a social media site that is not up to date than to not be on social media at all.

All of these factors created the next level of the pyramid: Contribute. The number one way to gain an audience is to contribute. In other words, the audience has to have a reason to continue pay attention to the department or building. The recent ACUHO-I webinar on social

media in residence life discussed that not only is it important to contribute, but also contribute regularly - which includes at regular intervals or set time frames. The consistent times and regular intervals allow the audience to know when to return for information.

The regular posts and regular return by the audience members creates an environment that is prime for having full engagement from the audience. Engagement is one of the most pivotal pieces of social media. Engagement is very important within a traditional residence life environment, but it is harder to ignore the other residents and information in the physical world than to ignore or “not check” the pages on a social media site. Engaged users can provide feedback about various issues within the building or things that the residents would like to see. While engagement between the staff over the site and the residents is important, there also needs to be engagement between the audience members. If the audience members are engaged with each other in social media, it builds community.

Once again at the top of the pyramid is community. The difference this time is that the way a successful community is defined. In the residence halls, it is about academic success and inclusivity, but in social media it is about engagement. Without engagement from users on social media, there is no community – it is only a list of people that have something in common; it is the engagement that actually allows the users to build relationships with each other.

**Online to Offline: Top to Bottom Pattern.** This pattern starts once there is a community that exists in social media. The advantage is that this community will probably have already made the connections with each other to get to know each other outside of the social media realm - especially if it is focused on a single building. The residents will choose to meet with each other for outside activities and build the real life community because of a positive interaction (engagement) with another resident on the social media site. The effort for the staff to get the

online social media community offline and interacting as a community within the building should be very minimal. While I do not foresee an online community that engages with each other online not meeting with each other in the physical world - especially when they live together - , I did design the pyramid in a way that it can serve as a guide for staff to know how to get the community engaged with each other in an offline environment.

As I noted above, if there is a truly engaged community online it should naturally flow offline, so this actually starts at the level below community: the engagement level. The engagement level initially starts with the staff engaging the audience first, but after the audience grows more comfortable in the space, the desire is that the audience members will engage each other without prompts from the staff. If that is not happening, it may be the reason that the students have not begun to interact in an offline environment. The staff can consider the fact that the residents are engaging when prompted a huge advantage though. The staff can take some of the topics that are heavily discussed or appear to have the highest level of engagement with the residents and organize an event based on that topic. Then the staff needs to use the social media site to advertise for the event and specifically invite the residents who were heavily engaged in it online.

Because the event is based on the input from the residents, it causes the residents to feel as though they have contributed to the actual physical community. If the residents feel as though they are able to voice an opinion or contribute in physical residence hall community, this can serve as a way to improve involvement with hall councils. With the residents already contributing in small ways, the hall councils can be sold as a way to make major changes in the halls as well as learn leadership skills.

Getting the residents to contribute with ideas and voice opinions in hall councils is great and most would count that as a highly successful community, but there is another level of development that residence life can provide for the students: self-authorship. As much of the residence life literature discussed, the students learn just as much from other students as the faculty and administrators. By providing the students with leadership roles within the building, these students have the ability to collaborate with the staff in the building, other departments, and faculty to help organize events. The residents can also collaborate with the staff to explore new features of social media and connect the current social media design to new social media sites.

The design level is a slightly different thought in the online to offline pattern than it was in the implementation pattern. As I mentioned when discussing the connection and collaboration levels, the residents who take on those leadership roles are afforded the ability to influence the design of social media by connecting new social media to the old. The design can also be viewed as how the community should look in the physical world. With the changes coming from hall councils and leadership from residents, the residents are no longer focusing on the social media, but the physical community through the design of events and initiatives to benefit the residents.

Once the residents have moved from the online social media community to the design level and are interacting in person, the residents have a choice. Choice of whether or not to accept the mission, vision, values, and philosophy of the department. If the building leadership has been aiding in this process then it should not be a challenge for the answer to be yes for most of the residents. The most interesting part of this situation for the professional staff is that now the community will build itself. I was told by a the Director of Residential Life at Tennessee Technological University that a true community is one that the staff does not have to build, but one that builds itself (C. Macke, Personal Communication).

**Summary of Social Media Patterns.** Because the documents I gathered did not include any sign of social media, I have designed this pattern focusing mostly on the implementation from ground zero of social media into residence life. If there is a social media community that is made up of people living in the same space, it would be almost impossible to not have in person social interaction. While it may appear that the social media design has little to do with the residence life community design, both models are actually very similar.

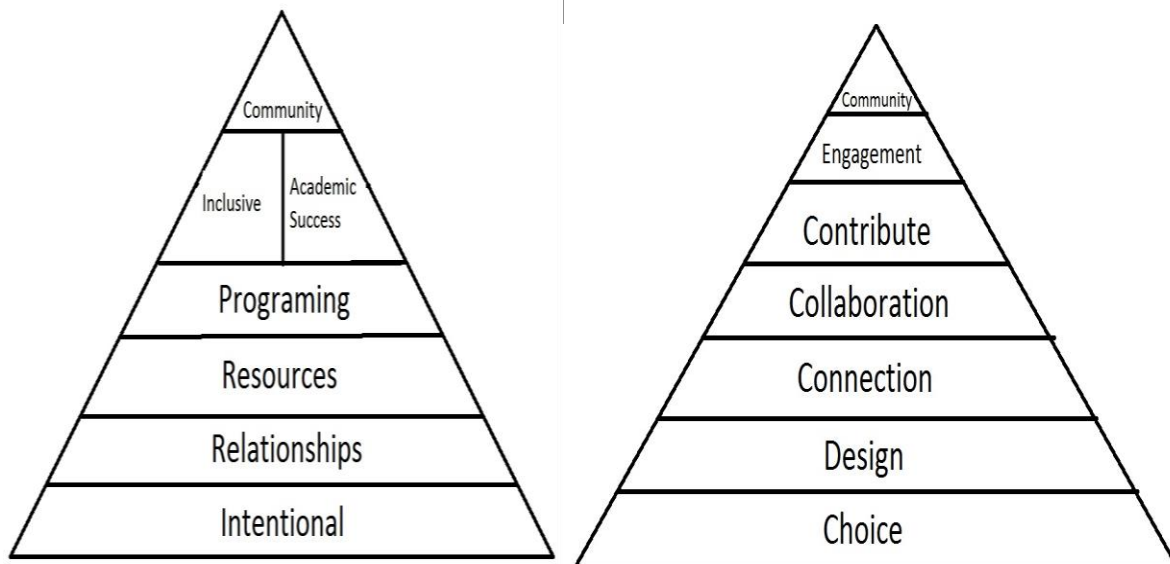


Figure 4  
Side by Side

At first glance these two designs only appear to be similar because of the pyramid shape, but that is not true. The following section will explain in greater detail.

**Connecting Residence Life Design and Social Media Design.** The visual below shows the different levels between the two designs connected with lines. The lines show which levels have intersecting ideas or concepts. On the left side are the levels of the residence life design, and on the right side of the design are the social media design. Some of the intersecting ideas are simple and easy to see, but other intersecting ideas are more of broad concepts than specific details of the level.

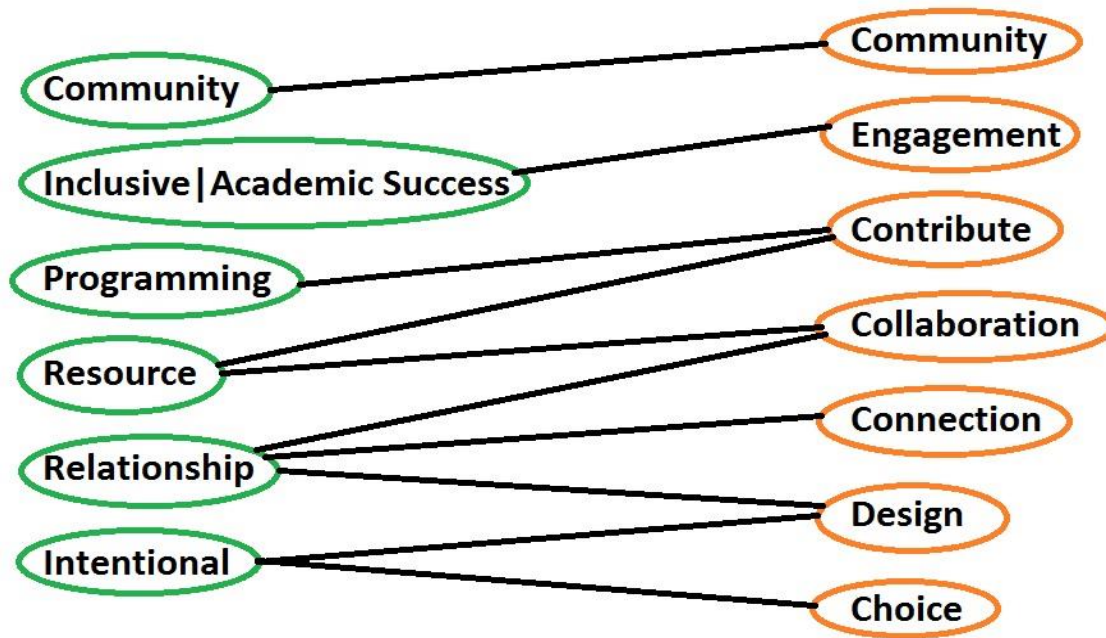


Figure 5  
Relationship of Pyramids

The intersecting idea between the base levels of choice and intentional is not a huge leap. The choice is only the decision to use social media or not use it so it only makes sense that this would need to be an intentional choice by the department. Because the design of the social media use must be planned out, it must also be intentional in its creation. The design also works with the relationship theme; design focuses on multiple types of relationships: resident to staff, resident to community, resident to programs, and resident to resident. The connection level works with relationship because the above relationships help create a feeling of connection to the community. The collaboration with other users/departments on social media to create a stronger influence works because of the relationships with the users/departments. The relationships and collaboration create resources for improved offline and online influence with the residents. By making the resources available not only offline but online, allows for the contribution that creates an interest and brings users back to the social media. The contributions can also be used to improve programming efforts in the community through advertising or follow up information after

a program. Engagement level relates to the inclusive and academic success level. The relation between these levels has more to do with what each signifies than the actual relation between the concepts. The end goal of both designs is community and to achieve community it takes engagement, inclusivity, and academic success. Because the final level of community cannot be accomplished without these levels, is the reason for the relation between these concepts. With community being the same concept in both designs, it is not a relationship between intersecting ideas but the same idea.

### **Example of a Social Media Design and Connection**

The most complicated parts of the model are the levels of design and connection. The difficulty with the design level is knowing exactly what the goals for social media in the residence hall will be as well as what social media to use for what purpose. The challenge with the connection level is ensuring that the same message is being distributed throughout different types of social media and aligning the current practices to connect back to the social media element.

This section is the one that inspired the entire research process for me. My original vision of this paper was to demonstrate exactly how to use social media to build community in the residence halls. I have written a little on several parts of this section previously, but I will now describe exactly how it all works. This is an example of the design and connection level during the implementation pattern. The premise that I am using to describe this next section is: if I started at an institution and were asked to implement social media into the day-to-day operations of a residence hall in order to build community, this is how I would accomplish that task.

**Visual of Social Media Connections.** Below is a visual of how all of the social media sites will create the most effective community in the residence halls.



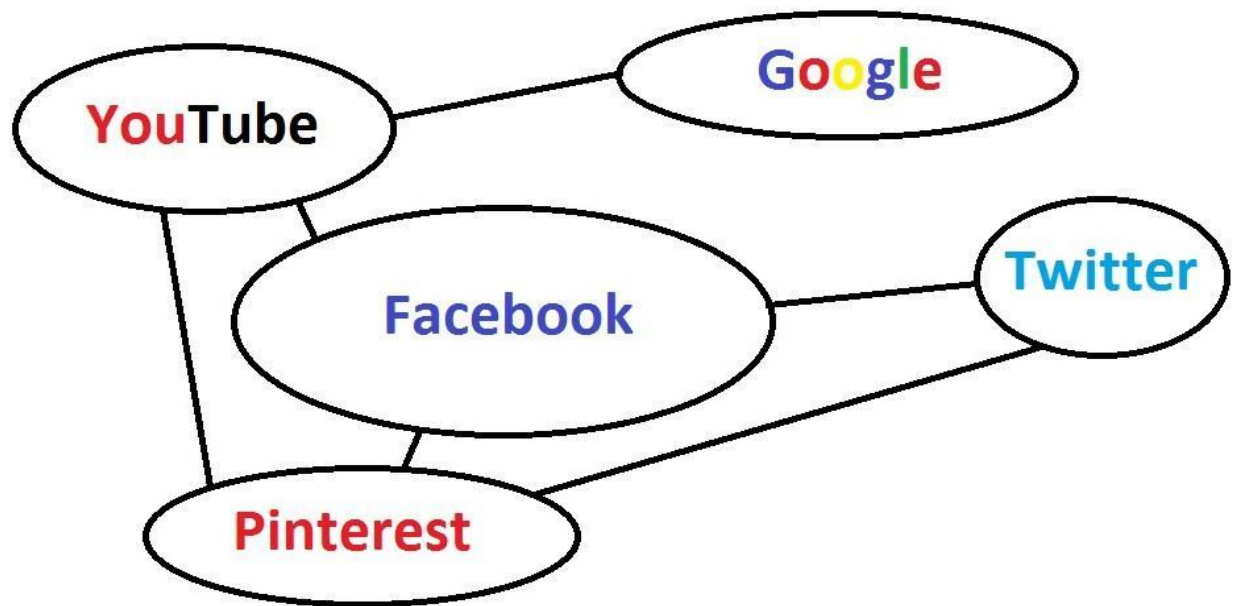


Figure 6  
Social Media Design

**Facebook: The Backbone.** As the visual above shows, Facebook is the most important piece of social media for building community. I call Facebook the backbone of the design. Because Facebook connects with all of the other media in Facebook for Dummies there is actually a chapter entitled connecting Facebook with everything else (Herndon & Nelson, 2012). Because everything interfaces with Facebook, it allows its users to have only the Facebook login serve as the login for all of the other websites. Which means, even if a user loses some interest in Facebook there is a pretty good chance the user will not delete the Facebook account in order to not lose the other profiles on other websites. Facebook also has the greatest and most versatile features for community building. Facebook was designed to provide the entire social element of college in an online format. If that is true, then Facebook must be the first step into the social media realm.

With Facebook having gone through revisions several times over the past couple of years, the ability to use Facebook to create an online community is actually easier than ever. Facebook

has taken what used to be separate features and combined the features to work together as a part of either a Fan Page or Group. There are two major differences between the two: (1) the fan page can be “liked” by anyone, but the group is something that the user must be added to or request permission to join; (2) the method of distributing information in mass. The question is which one of these is the right type for the situation. The ability to send a mass message is only available through the group option. This feature is the most useful when attempting to spread information to everyone at one time; the fan page has the option to share information with all of the users who have liked the page, but the information from a fan page actually is only posted in the news feed so the information could be lost or filtered out. The mass message from the group will work more along the lines of email where there is a notification that there is a new message to be read. While these two options are not much different, the best method for which one to use depends on who is using it. If it is for an entire residence department, then the fan page will be the best option because this would allow anyone to find and like the page. While that is best for an initial impression, the group option is better for individual residence halls. Because of the selective membership and the ability to message information in an email like system, the group option builds community at a greater level.

Facebook provides many features to both the fan page and group option that allow for community building at a high level. The features that accomplish the community building between users are statuses, questions, picture/video sharing, and events. While there are many other features that could potentially be used to build community, these are the only ones currently available to fan pages and groups. For now, the other features would require that the residence hall or department have its own account instead of having a fan page or group run by the professional staff.

The status update or post is a short message that a user, fan page, or group chooses to share with other users; the update can consist of text, pictures, videos, links to websites and even “tag” other users. If a user is tagged in a post, it notifies that user that something has been posted that pertains to that user. This can be very useful in bringing the attention of a specific user to a post. The standard way information is shared through Facebook whether it is a user, group, or fan page is through status updates (Herndon & Nelson, 2012). The status updates appear in the news feed which is the name for the main page you see when you first log into Facebook. Because all users see this information when the user logs into Facebook, it can be a great way to notify people about various topics. However, the news feed only shows the most recent posts so it can be easy for a status update to be lost within all of the other posts.

The questions feature on Facebook is a relatively new feature compared to the others. This feature allows groups and fan pages to ask a question and have it work as a poll. The question feature can have a set number of multiple choice answers or can allow users to write-in a different answer than what the original options had. This feature is very useful to create events that actually target the interests of the residents. This can also be used as an informal assessment tool for the professional staff within the building. The questions could also be used to help generate conversation between the users or even address an issue. An example of this could be that a floor has been dealing with consistent noise issues. The question could be used to poll the residents to get opinions and thoughts about the issue on the floor and vote on possible quiet hours. Because this information could be seen by the residents who are being too loud, it could help them realize that the noise is affecting other members of the community.

One of the best ways to build community on Facebook is through picture and video sharing. Having pictures of the events within the building allow for residents to see all of the

great opportunities in the building to be involved. The pictures do not have to be from events within the building; the pictures can be of any intramural teams made up of residents in the build, residents just hanging out in the building, or of the building staff explaining the role of that staff member so residents know who to contact about different issues. There are a few rules with the picture sharing: (1) all of the pictures need to have happy individuals - who would want to be apart of an unhappy population; (2) the pictures need to tag the residents so the residents can see the pictures of themselves representing the community; (3) none of the pictures should have any policy violations; (4) the pictures need to have captions that explain what is happening to those who were not there; and (5) the pictures need to submitted/posted by members of group. The posting by members of the group is very pivotal because this allows the when the members see the pictures that they took posted it creates a sense of contribution. The same rules and information also applies to the video sharing side of Facebook.

Events are probably one of the best features of Facebook for community building. The event feature allows a group to advertise and invite members to different events. One of the best parts about this feature is that because it has an RSVP feature it allows the staff to have a rough estimate of how many people are planning on attending the event so the correct amount of food and other supplies can be ordered. This feature has been utilized by multiple RA staffs that I have supervised and occasionally it allowed us to realize that while the program seemed like a good idea there was no interest from the residents. Without interest, why do the event? We canceled it and planned something else with those funds. The event feature also functions similar to a fan page meaning that it has the ability to send mass messages, status updates, have pictures and videos posted. The best part of this is that it allows the event to distribute information to only

those who plan on attending the event which means that the members of the building group who cannot attend are not bombarded with information that does not pertain to them.

While there are still many other features provided by Facebook, those features are only available through individual users and not groups or fan pages. Even with only four different features that can be used to build community within a residence hall, Facebook is still the most versatile of all of the social media. It is this same versatility that makes Facebook the backbone of this design.

**Twitter: The Connector.** Twitter is a social media outlet that only allows for the user to create an account, make posts, and follow other users' posts. The posts are similar to the Facebook status update only the Twitter version only allows the user to use 140 characters. When compared to Facebook, Twitter appears to not have any features worth using to build community. However, Twitter has one very important feature that no other social media site has - yet. The hashtag or # sign is the most important part of understanding and utilizing Twitter. When a user submits a post, the user typically can put a # sign in front of a phrase or word, this is called hashtagging (hash-tag-ing). When a user hashtags something in a post, it makes whatever follows the # a searchable item within the Twitter universe. The way this can be utilized within the residence halls is by creating a hashtag for the building. For example, say the building name is Courson Hall the hashtag would be #CoursonHall. This makes CoursonHall a searchable element on Twitter. If the staff posts about events or anything happening in the building with #CoursonHall attached to the post, residents can see these posts by searching #CoursonHall. The challenge with this is of course getting the residents to search #CoursonHall. But if the student staff and professional staff use the hashtag on a regular basis and create a reason/purpose for students search the hashtag regularly, then this can become a success. Twitter is the connector

because the users do not have to know each other to see the posts with the hashtag. This means if a resident posts about studying in the 3rd floor study room for a biology final with #CoursonHall, any other resident that searches #CoursonHall could see this posts. The hope would be that maybe the second resident also has a biology final and go study with resident one.

The advantage of this over any of the Facebook features is that Twitter does not require users to be members of a group or like a page to receive the information. Users can also allow Twitter and Facebook to be connected so what the users posts on one of the sites will also be posted on the other. While this does not mean that the hashtag works on Facebook, it does help promote the hashtag in the Facebook universe - this might lead some users to search the hashtag on Twitter.

**YouTube: Ownership and Pride.** YouTube much like Twitter is a very specialized social media. While YouTube does not provide a plethora of features, it does provide the element that can best be combined with both Twitter and Facebook to build a very strong community. YouTube can create a sense of pride and ownership for the residents of the community. If the residents feel a sense of pride about the community, the residents will actually want to live and participate in creating a positive experience - making the residence hall a home. But how can a website that is basically nothing more than somewhere to post videos create pride about a residence hall? By combining the user submitted pictures and videos from Facebook, the professional staff for the building can save the pictures from the Facebook group and create a video slideshow. While it may sound as though it takes some special video training to accomplish this it does not; all that is needed is either a computer that is either a Mac or Windows PC. Both of these computers have programs that come standard with easy to use video editing software. With either program you can just add all of the pictures saved from the

Facebook group and then drag and drop the pictures into the video and click save. Using the pictures submitted from residents is an opportunity for the residents to feel as though the residents matter to the community.

Beyond the basic picture video, the professional staff can use the same software and a low end video camera from any electronics store and create videos about events that have happened. While these videos do not have to look like professional grade videos, it is important for these videos to be mixed with the resident submitted videos. The reason to mix the resident videos and the staff sponsored videos is to show the residents that the resident contributions are just as important as the staff contributions.

These two examples of how to use YouTube are based on the student development theory called Marginality and Mattering by Nancy Schlossberg. There are two parts to this developmental theory which are a given by its name, but the YouTube example only focuses on the idea of Mattering. The theory explains that mattering is the student's belief no matter what, the student matters to someone else (Schlossberg, 1989). Because the videos are made about the students and using the students' submissions, it increases the feeling of mattering to the community as a whole. It is the same concept of making the residents feel important and that the residents matter by associating the videos made by professional staff and the ones made with the content provided by the residents.

**Pinterest: Passive goes Mobile.** Pinterest is a very new social media when compared to Facebook, Twitter, and YouTube. Unlike the three previous forms of social media, Pinterest is less about the community building aspect and more focused on the education of residents. Traditionally, residence halls have used bulletin boards to perform passive programs and educate residents about specific topics. These topics have included a wide range of themes from dangers

of drugs to interviewing tips to reasons to get involved on campus. Pinterest is actually a digital version of bulletin boards; posting information is even called pinning and repinning (as in using push pins on a real bulletin board). Combining the idea of a digital bulletin board with the access of the mobile phone app for Pinterest allows residents to view the information as they are walking to class, meetings, or just sitting their rooms.

The best way to make it easily accessible is through the use of QR codes. QR codes are like bar codes but instead are scanned by smart phones or tablet PCs and link directly to the website that has digital bulletin board. QR codes are free to make online at several websites. There are a few sites that charge to make the QR code, but those sites also allow for the creator to view the number of times the code is scanned and the time of day it was scanned. This information could be used to assess whether or not a particular board is worth recreating or what topics the residents are actually interested. The advantage of Pinterest over posting the same information to Facebook or Twitter is that the resident does not have to have an account of any kind to view the digital bulletin board.

**Google: The Great Collaborator.** Google is the not the first name that comes to mind when people think of social media, but certain elements of Google are social media. Google does however have some of the best applications and elements for collaboration. In fact this entire thesis has been written using the Google application called Google Drive. When it comes to utilizing Google applications in the residence halls, three stand out as the most useful: (1) Google Drive; (2) Google Calendar; and (3) Google Sites.

Google Drive is the Google version of cloud storage for any and all types of files. Drive was formerly known as Google Documents, but Google changed to Drive to allow the storage of any types of files, not just the basic word processing, presentations, and spreadsheets. While



Drive now allows for all different file types, the bulk of its use is still centered around being able to edit word processing files, spreadsheets, and presentations online. Drive allows for not only uploading existing documents to edit, but also to create documents from scratch. While there are many other cloud storage sites, Drive is the only one that is completely free and works on all formats (PC, Mac, iPhone, iPad, and Android phones and tablets). Drive also allows for the sharing of the documents between an unlimited number of users; the users can both edit the same file at the same time, leave comments for each other, and live chat - if users are on at the same time. One of Drive's best features for collaboration is the 'See Revision History' which not only tells you when the document was last edited, but who edited it and highlights the changes that were made. While not officially the same software as Microsoft Office, the layouts are so similar that a user typically does not notice.

Google calendar is exactly what it sounds like: a calendar. The advantage of this calendar over others is that it can be shared to non-Google accounts including Microsoft Outlook. While Facebook also has a calendar feature, the Google calendar is more universal and works best with smart phones and tablet PCs. The Google calendar can also be made available to the public so there does not have to be special software or account information to see it. This is particularly helpful when it comes to ensuring the residents of the community can and will know when the events are scheduled in the building.

The last application from Google is known as Google Sites. This is a feature that allows for the simple and easy building of a website. To be utilized the best in a residence hall environment, the website needs to take advantage of the two previous Google applications - Drive and calendar. The front desk of most residence halls uses an excessive amount of paper to process various logs of who is working, schedules, key rental forms, maintenance requests and

many others. Most of these forms can be adapted into digital forms in Google Drive and used digitally by the desk workers and RAs. While having all of this information available digitally is great, it is also very hard to navigate at times and can become cluttered very easily. By using Google Sites, a more organized interface can be designed. The website acts as the new resource for all of the paperwork necessary to operate the desk, but without all of the paper or binders. This also aids the professional staff in keeping things organized because the website correctly files all of the forms into the desired location. The website can also interface with Google calendar have the up-to-date schedule; the calendar auto updates to the correct day or week or even month which can eliminate any confusion from possibly having more than one version of the schedule.

The advantage of all of the Google applications is that it can be edited from any location that has internet. Sites, calendar and Drive can all be edited on a smart phone through the Google applications or tablet PC. This easy of access for the supervisor guarantees that the information is always available. I have built a sample website through Google Sites that can be found at the following web address: <https://sites.google.com/site/mcoursonportfolio/website-creation/home>

**Conclusion of Design.** I went into such great detail of an example of the design level to help residence life professionals move past the fear of using social media. A common theme I found through all of the social media literature was the idea that being involved in social media will generate more work or that professionals will invade the personal lives of students. This design does not do either of those two things. The main objective of this design is to create an environment for students to engage each other through social media to help the staff build community and make the residence hall feel like home.

## **Conclusion**

### **Answering Research Questions**

When I set out to learn about the use of social media in the residence halls, I thought I would find more information in the literature about how different departments are using this valuable resource. I was very surprised to not only not find much about residence life is using social media, but there is very little about how anyone in student affairs is using social media. I then expected that my research into various departments' methods for building community would show the presence of social media. What I found was Residence Life departments are not use social media to build community. Without any information in the literature or in the documents I collected, I could only think about my own vision for how social media could be implemented into the residence halls. I focused on the ideas from the documents and highlighted features of social media that promote those ideas. As far as typical methods for building community, the consistent element is that RAs program and make bulletin boards. While all of the documents focused on the idea that community is number one goal, there were little to no instructions on how to build community beyond the design and hosting of events (programming). The last question I had hoped to answer with this research is the one question that I cannot answer. As far as the methods used to train and teach staff to build community, none of the documents collected were staff training presentations. The closest to being able to see how staff are trained on how to build community are the staff manuals within the documents I collected.

Without having any basis in published literature nor anything in the documents collected for the implementation of social media, I decided to design two elements: (1) a conceptual idea of how to implement social media in a residence hall to build community and bring that community from online to offline; and (2) an example of how to design the use of social media

in the residence halls. The first element is built to explain the ideas behind the need for social media and hopefully inspire residence life professionals to explore the idea of social media as a community builder. The second element is to help guide that inevitable conversation of “so exactly how are we going to do this?” I wanted professionals to be able to take away both the philosophy of how to approach implementing social media and a concrete framework for using the current social media. While this framework for utilizing social media has not been used, I have either seen or used the various features highlighted to build community in residence halls and have had success with it. The question moving forward is - what happens when all of these features are used in a collaborative effort?

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## Appendix A: Northeast 01

**Educational Programming:** To create more consistent area educational programming, Residence Directors will head intentional events in the respective housing areas. RDs will work directly with various outside departments to have a minimum of 3 programs a semester. The role of Resident Assistants will be to market/advertise the event, help staff the event and follow-up and direct residents to the proper resources if they have questions or concerns following the event. RAs will be assigned to specific programs at the discretion of the AD and RDs of their respective areas.

**Community Programming:** In order for RAs to establish a close, community connection with their respective floors, the following requirements will be expected of the entire RA staff to accomplish throughout the entire academic year:

- Door Decs (one per resident per semester): Each RA needs to create a door dec for each resident per semester. The RA is expected to update door decs if and when residents move on or off the floor.
- Bulletin boards (one per month): Each RA needs to complete the number of bulletin boards assigned to them per month. In the event that boards are torn down or vandalized, it is the expectation that boards are replaced within 48 hours by the RA (or by the discretion of the RD).
- One-on-one's (one per semester): Each RA needs to meet one-on-one with each of their residents per semester. Please note that this means one RA to one resident and not one RA to one room/suite/apartment as the meetings are a time for each person to get to know one another better and help create a closer knit **individual** connection and overall community.
- Office Hours (one per week): Each RA needs to have a consistent weekly one-hour scheduled office hour. This time is to be used as a drop-by opportunity for residents to talk to their RA, and due to the consistent time, allows for the residents to know for certain they will be able to get ahold of their RA during this allocated time. The location of the office hour can take place in the RA's respective room/suite/apartment or in the RD office (depending on the discretion of the RD), but the location must have the option of privacy (i.e., an apartment RA shouldn't be talking with a resident about roommate issues in front of all the RA's roommates).
- Floor Meetings (discretion of RD): There should be an opening and closing meeting per semester, and other floor meetings throughout the semester as deemed necessary by the RD or issues on the floor.



- Building Pride and Traditions (building wide/floor): In order to instill school spirit and connection, RAs will work individually or collaboratively with one another and RHA to establish floor or building wide traditions. While the idea needs to be approved by the RD, creativity and initiative are key. It can revolve around already established programs (i.e., Homecoming, Spring Day), but the actual pride or tradition aspect must be new.
- Utilizing outside programs already happening on campus: To encourage campus connection and event awareness, RAs will take their floors to programs that are being put on by other departments or student organizations (i.e., campus guest speakers, Activities Fair, Falcon Night, Breakfast by Moonlight, etc.). Although there is no limit to how many events RAs can bring their floors to per semester, there is a minimum of ONE per semester.
- Floor “social” programs – formal and informal: In order to build a community amongst the residents, RAs will be required to hold ONE social program per month for their floor.
  - Formal social programs should (typically) require intentionality, marketing and budgeting.
  - Informal social programs can happen more spontaneously and should
- Passive programs (one per semester): Each RA will develop some type of passive program per semester to give to their floor and residents. The purpose is to convey information in a logical, interesting format in which no active participation is necessary, and residents are able to absorb the information at their own pace. Examples include a floor newsletter, healthy hook-up kits, finals survival tip list, email campaigns, etc.
- All programming planned and approved: In lieu of program proposals and evaluations, each RA will complete a month to month plan that will be reviewed with either the RD or HRA of the staff on a monthly basis. These plans will not only assure consistency and accountability, but will also help RAs to further develop their time management and event planning skills.
  - Provide a greater connection and visibility between RA and Residents - Assessment
- **Departmental Programming**
  - Established collaborating programs

- Consent Day
- World AIDs Day
- Culture Fest

## **Appendix B: Southeast 01**

### **Hinton James Community Goals 2011-2012**

#### **Michael's Vision**

I want to see what we can make the HJ experience into this year not only for ourselves but also for our residents. I believe the experience of living on campus lays the ground work for a successful collegiate experience. This year I want our residents to leave HJ saying that they enjoyed their experience and that they learned something knew about themselves and the world around them. As a staff I want you to be able to say the same things. This vision of enjoying and learning through the experience will guide everything from my personal interactions with staff and students to the programming efforts we implement in HJ!

#### **Camile's Vision**

I want the residential education of the Hinton-James community to reflect and enhance the residential spirit that is innate within Hinton-James. By hosting intentional programs that allow all-types of residents to feel included and engaged can help strengthen the bond, social ties, and the community of Hinton-James. This will provide opportunities for residents to grow and gain more knowledge and perspective about themselves and the world around them. Hinton-James resonance with the Carolina Way and has always been a part of the tapestry of what makes [REDACTED]. As those persons that help shape that very experience for our residents, it is not only our duty as RAs but as members of the Carolina community to ensure that we show our residents how HJ will be a crucial part of their Carolina experience! HJ- ALL DAY!

#### **Greg's Vision**

My vision for the 2011-2012 Hinton James Community is to be the TRUE heart of south campus. With this, we must embrace change within ourselves and learn to work through new and differing experiences learning from one another. It is my goal with regards to the desk, that we transform the largest residential community (us) into a model format that other communities look to as a beacon that shines brightly on all of campus.

### **Programming Guide**

#### **Michael's Philosophy**

I believe that programming should have a goal in mind beyond just having residents attend and completing a job responsibility. Programs should engage residents with each other and what they are doing. If the goal is socializing residents should be interacting; if the goal is to learn a new skill or something about themselves then residents should be engaged and demonstrate what they learn. I believe that the RA has the best ability to determine what the needs of his or her floor are, and thus I believe in giving RAs the choice in what topics will be programmed for. I am all for creativity as long as it has a purpose. I will challenge you to think purposefully about all your interactions and programs and I expect you to challenge me the same way. Getting to know your floor I believe is the first step followed by targeted purposeful programs.

Floor and All-Hall programs should be designed to meet the DHRE goals of *Community Building* and *Self-Awareness*. Other items included in this model will help you reach the goal of *Relationship Building*. These three goals should be considered in all of our interactions and formalized programming efforts with our students.

### **Camile's Philosophy**

Programming for Hinton-James should focus on the needs of the residents and what can best benefit them. As staff members of this community we help shape their experience at Carolina so it is important that we are aware of their needs and are able to challenge them to grow as young adults.

Tailoring towards our audience (which is mostly first-years) allows for us to provide opportunities to enhance and capitalize on the historically lively communal spirit of Hinton-James. Resident Advisors should develop programs that showcase the three goals of DHRE which are *Relationship Building*, *Community Building*, and/or *Self-Awareness*.

Programs are important because that is what sets us apart from just being a facility but a Residential Education building. Our programs should help our residents foster *development*, *citizenship*, *involvement* and *leadership*. Because this is such a sensitive time in a lot of the first-years lives it is important that we have intentional programs that strive to achieve these goals.

### **Opening**

Items that will need to be completed by **Saturday August 13<sup>th</sup> @ 5:00 pm**

- Door decorations
- All bulletin boards (you'll decide with your "co" who's responsible for which)
  - Large/Long board on floor can serve as a flyer board
- Appropriate Signage
- Floor decorations (if you're doing this)

*Note: All floors should look neat, clean, and presentable. Consider what you would want to see if you were coming onto the floor for the first time.*

### **First Six Weeks**

Goal: Create communities at the floor community level and work out towards an HJ Community

Week 1: WOW Events

- Mandatory Floor meeting: **Sunday August 21<sup>st</sup> @ 4pm**
- Dinner with Residents: **Sunday August 21<sup>st</sup> @ 5pm**
- Convocation: **Sunday August 21<sup>st</sup> @ 7pm**
- Fall Fest: **Sunday August 21<sup>st</sup> @ 9pm**
- Choose **two (2)** other WOW events to take residents to (can pair with other RAs)
- In-Community Program: **Tuesday August 23rd**

Week2: 1 Intentional Relationship Building Activity (ie. Door knocking, candy delivery, conversations over meals etc.)  
Social Floor Event

Weeks 3-6: 1 RA Group programs (educational/topic based) (no more than 3 floors)  
 2 floor social events  
 1 All-Hall program during week 4  
 1 Intentional Relationship Building Activity (ie. Door knocking, candy delivery, conversations over meals etc.)  
 Roommate Agreements due by Monday September 19<sup>th</sup> (beginning of week 5)  
 Roster quiz (during 6<sup>th</sup> week staff meeting)

### **Fall & Spring Semester**

Goal: Sustain and grow communities beyond the first six weeks.

All-Hall Programming: (groups of 4/5): 1 Oct/Nov ; 1 Nov/Dec, 1 per month in spring  
 Each All-Hall program should have follow a chosen topic.

Topics:

Floor Programs: 1 social & 1 learning per month starting in October through April

\*May have a partner if desired, encouraged for educational programs

\*Learning programs should have some desired outcome of what students will walk away knowing how to do or about themselves, does not have to be an academic based idea.

\*\*All floor programs should have proposals submitted at least ten (10) days in advance with a copy/sketch of your advertisement. Please include a shopping list with the proposal.

\*\*Approval will come from Camile within 2-3 days.

\*\* All floor programs should have evaluations submitted within 24 hours of the program

\*\* Camile's traditional shopping day will be Sunday, but this may change depending on her schedule for that week.

\*\*Your budget will be \$100 per semester but you can request more funds if you need them.

### **Advertising Expectations**

- Be creative... but you must have 2 forms of advertising minimum. Either two physical types or 1 physical and one electronic
- Advertising must be up at minimum a week ahead.
- Do not tape advertisements to elevator doors or to windows. Use only the blue painter's tape provided for you.
- Consider the following unique suggestions from years prior:
 

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ Message on Bathroom Mirrors (with Dry Eraser Makers)</li> <li>➤ Buttons</li> <li>➤ Written on balloons</li> <li>➤ Bulletin Boards</li> <li>➤ Web Site</li> <li>➤ Door Hangers</li> <li>➤ Table Tents</li> <li>➤ Different Shapes</li> <li>➤ Stickers on pop cans or candy</li> <li>➤ Do advertisements backwards and hang so that they can be read in mirrors</li> <li>➤ Hang Posters or Banners impossible places (ceilings, stairwells, down low)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Advertise in the showers with signs (use zip lock bags)</li> <li>➤ Dress up weird and go around to tell people about the program</li> <li>➤ 3-D sign in lobby</li> <li>➤ Pass out pixie sticks/candy or some other small food with messages on it</li> <li>➤ Door reminders (stick over keyhole 3 hours before event)</li> <li>➤ Holiday lights around posters (in safe places)</li> <li>➤ Puzzle piece flyers</li> <li>➤ Facebook</li> <li>➤ Twitter</li> </ul> |
|---|---|

### **Bulletin Boards**

- After opening, bulletin boards (BBs) should be changed by 8:00 am the first Monday of the month for October, November, February, March and April. December and the end of April will also have closing Boards.
- BBs are a great way to convey information to your residents. One should be informative, educational in nature, and PLEASING TO THE EYE (i.e. creative, neat, firmly attached, and a reflection of your community). The second board changed should be fun or random, but should still be pleasing to the eye and appropriate.
- Boards should have a title and a background.
- Boards should not have more than 30% blank/unused space.
- You should not simply print off articles from the internet or post flyers from campus or the community.
- Keep in mind the font size you use on printed materials. Residents should be able to read the board without having to stand a couple inches from the board. (see font size examples below).
- If you choose a "feedback" or "what do you think" board, these have shorter life spans. If you choose to do one, you must refresh the board when needed and monitor for profanity and other inappropriateness.
- You may be required to help with bulletin boards in community spaces.

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### **Door Decs**

- One set must be made per semester – please make enough for one per resident. You should also plan to make one for the other RAs on staff, Michael, and Greg. You may also want to make a door dec for Spencer our maintenance mechanic, Lisa our South Campus AD, Housekeepers, or other DHRE staff you know.
- Follow posting expectations for advertisements when putting door decs up.

- **Your door decs should contain elements from at least three (3) of the following categories:** (If you have made door decs already talk to Michael to make sure they meet expectations if they do not meet each of these three areas.

|  |   |
|--|---|
| <b>PAPER</b> <ul style="list-style-type: none"> <li>- construction paper, printer paper</li> <li>- wrapping paper, newspaper, etc.</li> <li>- includes <u>die cut paper</u></li> </ul>     | <b>COMPUTER/MAGAZINE</b> <ul style="list-style-type: none"> <li>- anything printed from a computer – black and white or color</li> <li>- a cut-out from a magazine</li> </ul> |
| <b>COLORING UTENSIL</b> <ul style="list-style-type: none"> <li>- markers, crayons, pencil crayons, chalk, pastels, regular paint</li> <li>- any one-dimensional writing utensil</li> </ul> | <b>CRAFT ITEM</b> <ul style="list-style-type: none"> <li>- puffy paints, glitter, mesh, feathers, pipe cleaners, popsicle sticks, etc.</li> </ul>                             |

# **Parker Community**

## **2012-2013**

### **Community Vision**

The leadership team has one simple goal for the 2012-2013 Parker Community. We hope that every resident and staff member will, come May, be better off for having spent the year in our community. Whether this means growing in empathy and respect for people of different cultural backgrounds, making life-long friendships, finding true acceptance, learning how to succeed academically, or discovering a new dimension of their identity, we aim to make the days spent in Parker positively transformative. To achieve this goal, the staff should seek to create an inclusive, united community for residents and staff members alike that provides everyone with the resources, encouragement, and support to succeed.

### **Programming Guide**

#### **First Six Weeks**

##### **Week 1 Thursday August 16- Friday August 24**

- **General Tasks:**
  - Visit suites on your hall several times this week to check up on residents.
  - Floor Meeting on: \_\_\_\_\_
    - Bring a treat to the meeting.
    - Ask residents' permission to become Facebook friends. (This is helpful for learning their name and about them!)
    - Pass out and explain roommate contracts
    - Explain Community Government and encourage potential governor candidates to run.
      - Interest Meeting: 8.22.12 @ 6 pm in Craige Green Room
      - Interest Meeting: 8.23.12 @ 8 pm in Cobb Lobby
      - Candidacy Declarations Due: 8.26.12 @ 11:59 pm
  - Discussion Points with Residents:
    - What are your hobbies, interests, talents, hometown, and academic goals?
    - How is it being away from home?
    - Is there anything you still need for your room?
    - Have you checked out your syllabus for your classes on Sakai? Ordered your books? How did first week of classes go?
    - Which WOW events are you most excited about?
    - How was your summer?
- **Programming:**
  - Attend convocation with your first year residents OR organize a building group of first years and delegate at least one RA to accompany them.
  - Attend TWO WOW events with residents.
    - Back-to-School Target Express
    - Fall Fest
    - Sunset Serenade
  - Community-Wide Program: Luau (See Below for Details)



**Week 2 Saturday August 25- Friday August 31**

- **General Tasks:**
  - Introduce yourself to housekeeping staff and begin to establish a relationship with them.
  - Connect suites and residents with each other by introducing those with commonalities.
  - Spend TIME in the community. Be visible. Leave your room/suite door open.
  - Say hello to your residents when you see them on campus so they know your relationship extends beyond the confines of Parker Community.
- **Discussion Points with Residents:**
  - How are things going with your roommate?
  - How are you doing managing your time, stress, etc.?
  - Do you have any questions about community standards or where places/things are located within the community and on campus?
  - Encourage non-governor candidates to apply for appointed Community Government offices.
- **Programming:**
  - Intentional Relationship-Building Activity (door knocking, candy/cookie delivery to doors, informal TV viewing, etc.)

**Week 3 Saturday September 1- Friday September 7**

- **General Tasks:**
  - Seek out those residents that you know less about.
  - You should know ALL residents' names and the rooms they live in by now! Emily will test you on this in week 6.
- **Programming:**
  - Host a social program for your residents.
  - Plan self-awareness program that will be held in Week 5.

**Week 4 Saturday September 8- Friday September 14**

- **General Tasks:**
  - Be present in the community!
  - **Discussion Points with Residents:**
    - How are classes going? Are you struggling to manage academics with everything else?
    - What organizations are you already/considering getting involved with?
  - Attend fellow RAs' programs to show support and find inspiration.
- **Programming:**
  - Attend a campus event with a group of your residents. (football game, guest speaker, CUAB movie)

**Week 5 Saturday September 15- Friday September 21**

- **General Tasks:**
  - Attend staff outing!
  - The first round of exams is occurring around this week (and last week) so please take extra time to check in on your residents.
  - Discuss potential programming topics with residents.
- **Programming:**
  - Host the self-awareness program you planned in Week 3.

**Week 6 Saturday September 22- Friday September 28**

- **General Tasks:**
  - Collect and turn in roommate contracts and suitemate contracts.
    - Please briefly review each contract before collecting to ensure that the residents are taking the contract seriously.
  - Be present in the community!
- **Programming:**
  - Plan October program.
  - Plan bulletin board for October. (Due the first Monday of October)

\*Please remember that all programs planned and hosted during the first six weeks must be submitted to Emily according to regular protocol.

**Fall & Spring Semester Programming**

Community-Wide Programming:

**Luau Kick-Off**

8.22.2012

This community-wide program will be planned during training and be the first opportunity for the all of Parker to come together. Plan to work this event and to be responsible for getting your residents to attend (preferably as a group). Individual planning committees will be determined during training.

**Parker Haunted House**

This will be a very involved event and will require extensive preparation for several weeks in October. RAs will be expected to schedule a time for their residents to attend as a group- as with any program. Consequently, RAs will only be required to do one program in October.

**Jackson Pollock Day**

All RAs will be expected to assist Community Government with this event in the spring.

**Spring Community-Wide: To be determined**

Floor/Building Programs:

Per month: **1 Social/passive**

**Definition:** a program that is designed to promote informal resident interaction, typically through a fun, non-educational activity. These programs usually involve less coordination but should still intentionally address the interests and needs of the students.

### **1 Educational/ Self-Awareness**

**Definition:** a program from which students will walk away knowing how to do something new, having learned something about themselves, their opinions, actions, or place in the world. It does not have to be an academic based idea. Learning can happen on many dimensions so try to think creatively here.

\*All programs must involve some level of resident-resident and/or resident-RA interaction. Therefore, while leaving notes and candy on your residents' doors is thoughtful and encouraged, it will not fulfill any of the monthly programming requirements.

\*RAs may partner for programs if desired. This is especially encouraged for educational programs.

\*Each month the staff will engage in an activity during a staff meeting that will facilitate creative programming. It is our hope that devoting this period of time to programming will motivate and inspire everyone to step outside their comfort zone, ask fellow RAs and the leadership team questions, and yield spectacular programs.

#### Submitting a Program Proposal:

1. Fill out the program proposal form on Google Docs at least **10 DAYS BEFORE the program.**
2. Emily will respond to your proposal (via email) with an approval and/or suggestions for improving/reworking your idea. Expect to receive a response within 48 hours.
3. Once approved, bring a shopping list to the **next staff meeting** to discuss with Emily and post a copy of your publicity on the wall in the workroom.
4. All publicity should be posted **1 WEEK** before your program.
5. Emily will shop for ALL program materials on \_\_\_\_\_ (the day following staff meetings). Please be aware that this will be strictly adhered to so plan accordingly. You will be notified of any shopping day changes.
  - a. Program materials will be found on a shelf specified to your building/floor in the RAM/CM office closet and refrigerated/frozen items will be labeled in the fridge or freezer.

\*Your budget will be **\$60** per month but you can request more funds if you need them.\*

#### Advertising Expectations:

- Be creative... but you must have 2 forms of advertising minimum. Either two physical types or 1 physical and one electronic
- Advertising must be up at minimum a week ahead.
- Do not tape advertisements to elevator doors or to windows. Use only the blue painter's or masking tape provided for you.
- Consider the following unique suggestions:

- Message on Bathroom Mirrors (with Dry Eraser Makers)
- Buttons
- Written on balloons
- Bulletin Boards
- Web Site
- Door Hangers
- Table Tents
- Different Shapes
- Stickers on pop cans or candy
- Do advertisements backwards and hang so that they can be read in mirrors
- Hang Posters or Banners impossible places (ceilings, stairwells, down low)
- Advertise in the showers with signs (use zip lock bags)
- Dress up weird and go around to tell people about the program
- 3-D sign in lobby
- Pass out pixie sticks/candy or some other small food with messages on it
- Door reminders (stick over keyhole 3 hours before event)
- Holiday lights around posters (in safe places)
- Puzzle piece flyers
- Facebook
- Twitter

### **Bulletin Boards**

- After opening, you must change ONE bulletin board (BB) for October, November, January (when we return from break), February, March and April. For December and the end of April/early May will also have closing BBs. You should rotate the BB that you change and maintain all BBs throughout the month.
  - If you alone are responsible for 3 different BBs, then one may be reserved as a place for posting campus flyers.
  - Bulletin Boards will be checked by Emily at 8:00 am the first Monday of the month.
- BBs are a great way to convey information to your residents. One should be informative, educational in nature, and PLEASING TO THE EYE (i.e. creative, neat, firmly attached, and a reflection of your community). The second board changed should be fun or random, but should still be pleasing to the eye and appropriate.
- Boards should have a title and a background.
- Boards should not have more than 30% blank/unused space.
- You should not simply print off articles from the internet or post flyers from campus or the community.
- Keep in mind the font size you use on printed materials. Residents should be able to read the board without having to stand a couple inches from the board. (see font size examples below).
- If you choose a “feedback” or “what do you think” board, these have shorter life spans. If you choose to do one, you must refresh the board when needed and monitor for profanity and other inappropriateness.
- You may be required to help with bulletin boards in community spaces.

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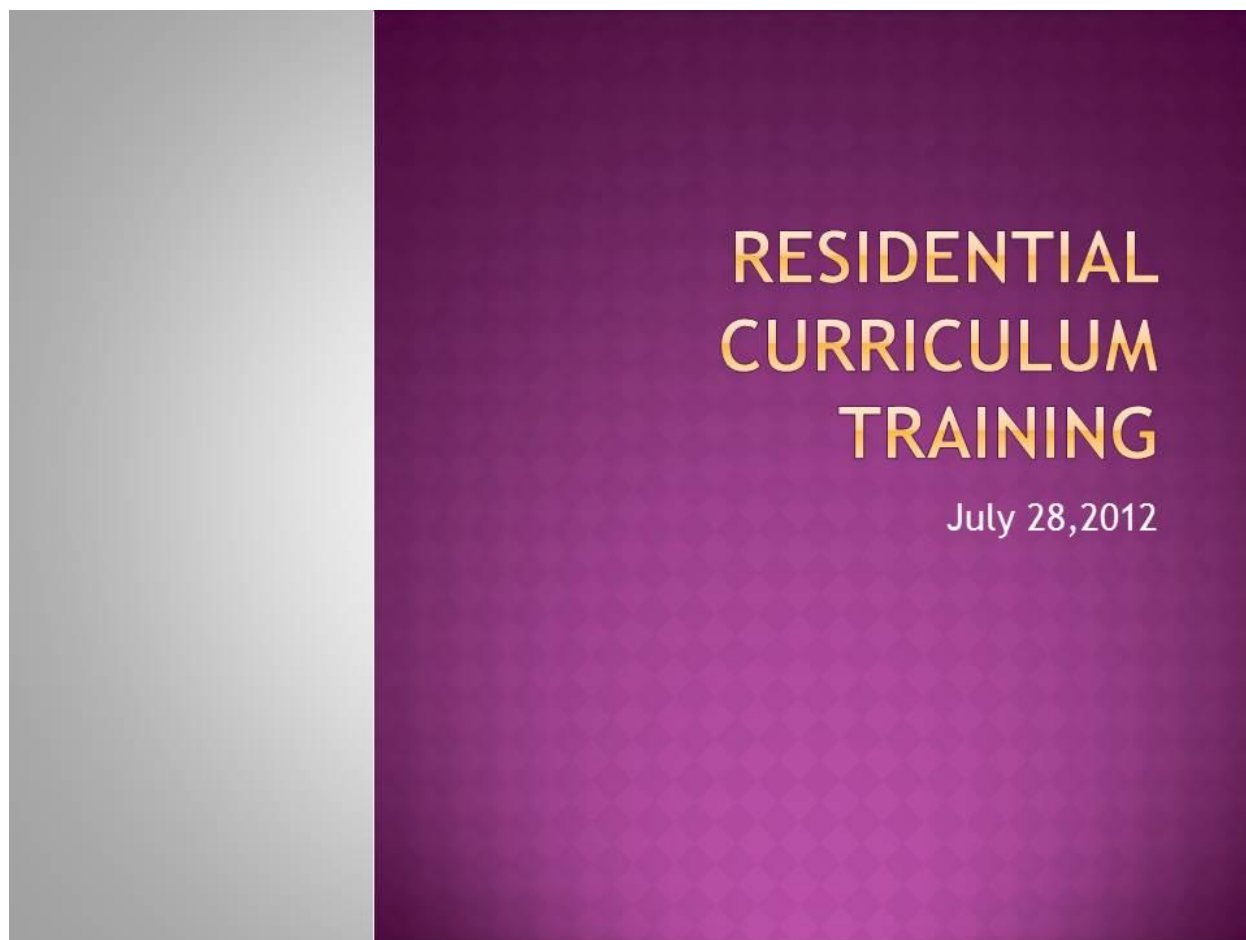
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### Door Decs

- **What?**
  - Decorative nametags that are placed on residents' doors.
- **Requirements:**
  - One set per semester
    - One door dec per resident
    - At least 5 extra door decs to accommodate for room changes
    - One door dec for every RA, Michael, and Marissa
  - Each door dec should contain at least 3 different elements!
    - One of the 3 pieces must be a non-paper (craft) item.
    - If you have already made your door decs, please have them approved by Michael or Emily.
    - Refer to the table below for “elements” ideas.
    - Door Decs should be thoughtful and given your best effort.

| PAPER   | COMPUTER/MAGAZINE   |
|---|---|
| <ul style="list-style-type: none"><li>- construction paper, printer paper</li><li>- wrapping paper, newspaper, etc.</li><li>- includes <u>die cut paper</u></li></ul> | <ul style="list-style-type: none"><li>- anything printed from a computer – black and white or color</li><li>- a cut-out from a magazine</li></ul> |
| COLORING UTENSIL  | CRAFT ITEM  |
| <ul style="list-style-type: none"><li>- markers, crayons, pencil crayons, chalk, pastels, regular paint</li><li>- any one-dimensional writing utensil</li></ul>       | <ul style="list-style-type: none"><li>- puffy paints, glitter, mesh, feathers, pipe cleaners, popsicle sticks, etc.</li></ul>                     |



## WHAT IS A RESIDENTIAL CURRICULUM

- ◉ Identifying outcomes, specific competencies, and your residential living priorities
- ◉ Identifying strategies to achieve your learning outcomes and competencies
- ◉ Assessing your residents achievements in the competencies of your learning outcomes
- ◉ (On-going) Revising your strategies to be more effective
- ◉ Information from <http://www.units.muohio.edu/saf/reslife/reslife/whatwedo/rescurric.php#overview>

# FOUNDATION OF CURRICULUM

- ◉ Residential Life Strategic Plan (Vision, Mission, and Values)
- ◉ Student Life & Enrollment Strategic Plan
- ◉ University Mission
- ◉ ACUHO-I Standards & Mission
- ◉ Student Development Theories/Philosophies
- ◉ Learning Reconsidered
- ◉ Training of RLCs, GRDs, RAs
- ◉ Your Community's Mission, Vision, and Values
- ◉ What else??



## PEOPLE INVOLVED IN YOUR CURRICULUM

- ◉ Assistant Directors
- ◉ You
- ◉ GRDs, GAs, RAs, DAs
- ◉ Rectors/Faculty Friends
- ◉ Residents
- ◉ Community Council
- ◉ Custodian Staff
- ◉ University Staff (Collaborators)
- ◉ Who Else???( Previous mentors; previous experiences, other peers)

## STRATEGIES FOR THE EXPERIENCES YOU WANT FOR YOUR COMMUNITY

- ◉ Relationships of the goals/ Learning Outcomes
- ◉ Timing of the experiences (different levels)
- ◉ Short Term Events
- ◉ Long Term Events (Hallmark Experiences)
- ◉ Connections
- ◉ Assessment to view progress of residents
- ◉ Staff Development (One on Ones, Staff Meetings, Evaluations, Strength Quest, Resident Feedback)
- ◉ Bulletin Boards
- ◉ Non Program Events- (Office hours, Conferences that you and your staff attend, RA mentoring)
- ◉ Institutional Programs (Res College Vision, EBI Results, & use the on-line Calendar)
- ◉ What else???

# LEARNING OUTCOMES

## 10 Learning Outcomes

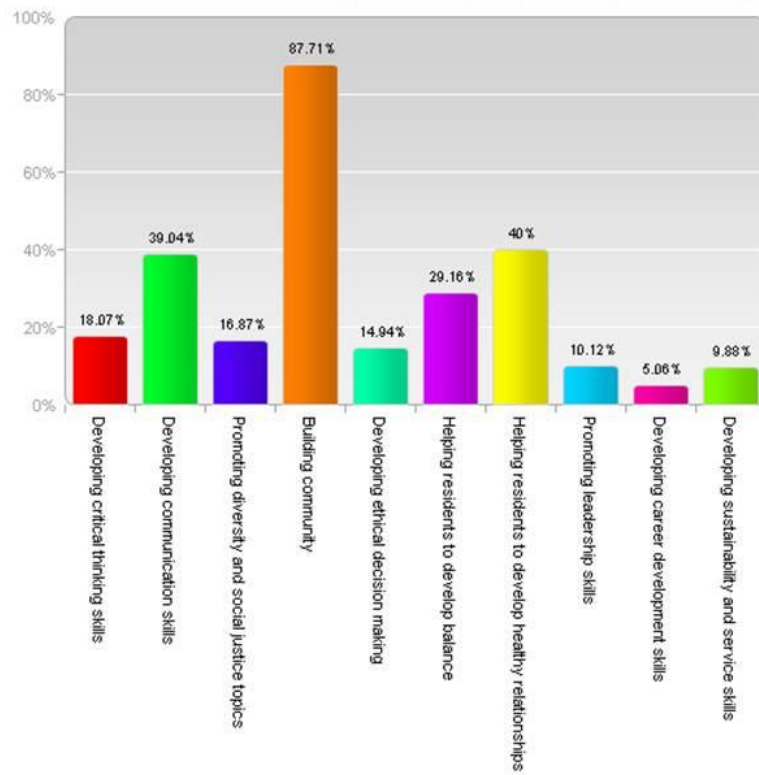
- 1) Apply Integrative Critical Thinking Skills
- 2) Apply Effective written and oral communication, reading and listening skills, utilize technology.
- 3) Demonstrate an understanding, appreciation, and active responsibility for diversity and social justice issues
- 4) Have a sense of belonging, pride, and responsibility as a community member
- 5) Identify and utilize ethical decision making skills.

## CONTINUE.. LEARNING OUTCOMES

- 6) Balance personal, academic and community needs
- 7) Apply interpersonal and intrapersonal relationships skills
- 8) Practice leadership through personal leadership development
- 9) Construct career development plans that incorporate self- awareness, major selection, and skills development
- 10) Recognize and actively engage in opportunities for civic awareness and volunteerism.

# 2011-2012 PROGRAMS

Q21. What were the desired learning outcomes of your experience? (Check all that apply)



## GOALS .....

- ◉ Academic Support/Success
- ◉ Community Development
- ◉ Intra/Inter personal Development
- ◉ Cultural Development
- ◉ Civic Engagement
- ◉ What other goals do you have for your community?

## NOW WHAT ???

### Phase One of Designing your Curriculum

- ◉ Work with your AD to examine what Key Foundation components you are going to use as resources
- ◉ Begin working on your curriculum to develop how your goals will meet the departmental objectives.
- ◉ Work with GRD to build (Mission, Vision, and Values) This can be revisited when your RAs arrive
- ◉ First part due to your AD by **August 10th**

## PHASE II

- ◉ During Training Work with RAs and Rectors to develop the strategies/experiences
- ◉ After first floor meeting continue to gather information from your RAs about certain opportunities that your residents would like to experience as a community member in you community.
- ◉ The final curriculum is due to your AD by **September 7<sup>th</sup>**



# Connections 3.0

# What's the point?

- To **CONNECT** the Resident to their RA
- To **CONNECT** the Resident to their community
- To **CONNECT** the Resident to Residence Life department
- To **CONNECT** the Resident to their University
- To **CONNECT** the RA to their RLC
- Benefits will stem from these goals



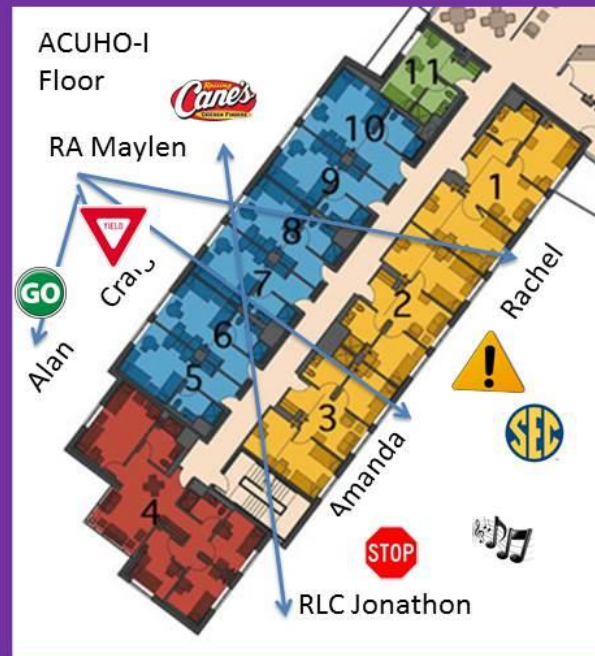
## Phase 1- “Checking-In”

- Info Sheet
- Soci-o-gram
- RA Role at this Phase
- RLC Role at this Phase
- August 20th
- September 4th (due)



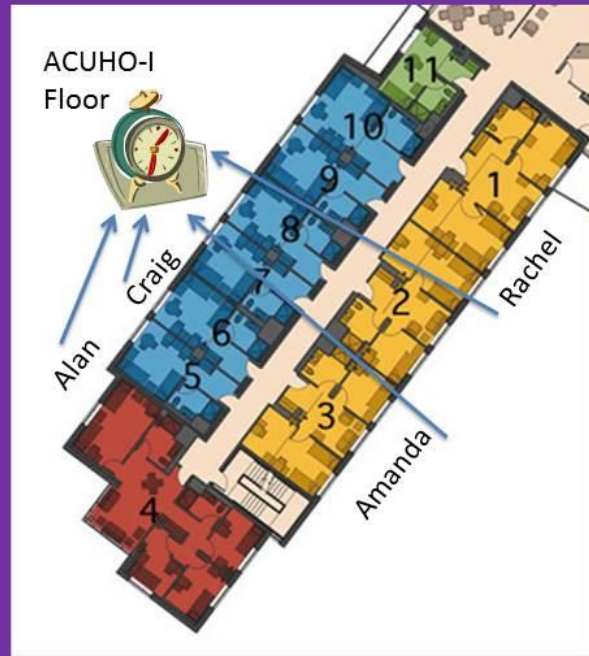
## Phase 2- “Pulse Check”

- Formal 1:1
- Student Voice
- RA Role at this time
- RLC Role at this time
- Sept. – Oct. 22<sup>nd</sup> (due)



## Phase 3-Program Connection

- Update Soci-o-gram
  - Floor Themes
  - Concerned Students
  - Floor Leaders
  - Interactions
- Plan a program
- Oct. 22nd-Nov. 20th



# Questions



# Curriculum Development and Implementation

# Objectives

---

- Define curriculum
- Identify purpose of your curriculum
- Develop a curriculum
- Introduce learning objectives
- Current Initiatives
  - Connections
  - Living Gold Challenge
- Provide paperwork for designing a curriculum
- Student Voice



[illegible]

# What is Curriculum?

- An organic process by which learning is offered, accepted and internalized (Newman & Ingram, 1989)
  - Curriculum as a body of knowledge to be transmitted.
  - Curriculum as an attempt to achieve certain ends in students - product.
  - Curriculum as process.
- What is not a curriculum?

# What is a Curriculum?

---

- Curriculum as a PROCESS
  - Diagnose needs
  - Select learning opportunities/experiences
  - Assess progress (EBI, Connections, Focus Groups)
- **Learning is planned and guided.** We have to specify in advance what we are seeking to achieve and how we are to go about it.

## How do we design curriculum?

- What are some of your overall goals for your area as the leader of your community?

- Academic Ex.  
Social justice, inclusion  
Celebrating diversity  
teamwork  
accountability  
developing leaders  
Engaged w/RAs

improve conduct  
↑ program attendance

## How do we design curriculum?

---

- What types of experiences can be created or prompted for students to achieve your goals?

# How do we design curriculum?

---

## ● EBI Results

- EBI data informs us that a majority of residents don't attend programming because of dissatisfaction with programming efforts
- However, EBI data does tell us that residents are very satisfied with the personal relationships they develop with their RAs

## ● How can we build off of this knowledge?



# Residence Life Objectives

- Apply integrative **critical thinking** skills
- Apply effective written and oral **communication**, reading and listening skills, and utilize technology
- Demonstrate an understanding, appreciation, and active responsibility for **diversity** and **social justice** issues
- Have a sense of belonging, pride, and responsibility as a **community member**
- Identify and utilize ethical **decision making skills**
- **Balance** personal, academic, and community needs
- Apply interpersonal and intrapersonal **relationship skills**
- Practice **leadership** through personal leadership development
- Construct **career development** plans that incorporate self-awareness, major selection, and skills development
- Recognize and actively engage in opportunities for **civic awareness** and **volunteerism**

## Residence Life Objectives

---

- How can you achieve your goals through recognizing these objectives?



# Current Initiatives

- **Connections**

- 1:1 meetings between RAs and residents to assess needs and build relationships
- Tool to design opportunities to purposefully interact with residents
- Used to build community and increase retention

- **Living Great Challenge**

- Designed around the needs and potential struggles of students
- Collaboration with other departments on campus and their initiatives
- Creates opportunities for staff and residents to engage with the LSU campus

# Curriculum Outline

## • Staff / Resident Interactions

| Experience<br>(provide enough detail to explain what the experience is) | Who Will Implement?<br>(R/LC, GRD, faculty, CC, RA, ITA) | Outcome<br>(refer to numbers above) | Timing<br>(generally or specific dates) |
|---|--|-------------------------------------|---|
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |

## • Community Interactions

| Experience<br>(provide enough detail to explain what the experience is) | Who Will Implement?<br>(R/LC, GRD, faculty, RA, ITA, team) | Outcome<br>(refer to numbers above) | Timing<br>(generally or specific dates) |
|---|--|-------------------------------------|---|
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |

## • Personal Growth & Development Experiences

| Experience<br>(provide enough detail to explain what the experience is) | Who Will Implement?<br>(R/LC, GRD, faculty, RA, ITA, team) | Outcome<br>(refer to numbers above) | Timing<br>(generally or specific dates) |
|---|--|-------------------------------------|---|
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |
|   |  |                                     |   |

## • Formal Living-Learning Communities

| Experience<br>(provide enough detail to explain what the experience is) | Who Will Implement?<br>(R/LC, GRD, faculty, RA, ITA, team) | Outcome<br>(refer to numbers above) | Timing<br>(generally or specific dates) |
|---|--|-------------------------------------|---|
|   |  |                                     |   |

## **Appendix D: Southeast 03**

### **VISION STATEMENT**

Residential Life at [REDACTED] is a living/learning community that seeks to serve society by educating the leaders of tomorrow and extending opportunities to forge individual identity.

### **MISSION STATEMENT**

The residential life program is a self-supporting program that exists as an integral part of the educational program and academic support services of [REDACTED]. We are committed to empowering residents and staff to create safe, caring, and inclusive communities that enhance student ownership and pride.

The residential life program strives to:

- Provide reasonably priced residential facilities and services that are safe, clean, attractive, well maintained, and comfortable.
- Provide a learning environment and related co-curricular programs that address educational, life safety, leadership, diversity, and student development.
- Provide communities which emphasize the acceptance and responsibility for personal and group decision making, mutual respect and concern, and a sense of cooperation and sharing.
- Provide opportunities for students to realize their full potential as individuals, as members of the residential community, as members of the University, and as members of a global society.

This is accomplished by organizing activities that address individual needs and interests, developing policies and procedures, administering residential life disciplinary procedures, advocating for students, and the training and supervising of residential life staff. Furthermore, department activities and decisions are based on the principles of community, safety, personal attention, development of our students, and integrity.

## **GENERAL EXPECTATIONS**

### **Community Development**

Community development is the main goal of the Residential Life Department, everything we do on a floor or hall or apartment unit should go back to the premise of enhancing or developing a positive living/learning community environment. This is what makes residence halls and [REDACTED] different from off campus apartments. This can only be accomplished with staff that is in the hall, on the floor (apartment complex), available and approachable. Everything we do goes back to this idea: relationships, programming, administrative responsibilities, or conduct.

Everything that we do should go back to the development of the community; from hanging up signs, to checking in a resident, from initiating a floor program to enforcing a policy, it is all about the development of a positive community. Communities will develop with or without us; with us they have a much better opportunity to be positive and “impactful”. The stronger and more positive a community, the easier the RA’s job will be throughout the year. The development of the community begins the day a student moves on the floor; with that in mind what we do during the 1<sup>st</sup> 3 weeks of each semester are critical to the development of a positive community.

**COMMUNITY:** A group of people sharing a common purpose; who are interdependent for the fulfillment of certain needs, who live in close proximity and interact on a regular basis, who share in defining expectations for all members of the group and assume responsibility for meeting these expectations, and who are respectful and considerate of the individuality of other persons within the community.

**COMMUNITY DEVELOPMENT:** The process of shaping the environment of the building on the experiences and needs of individuals and as a group and creating and developing the skills necessary to progress toward the realization of these conditions that constitute community.

**COMMUNITY LIVING GOALS:** Each floor of a residence hall or group of apartments constitutes a community. Each floor or group of apartments is part of a larger residence life and University community. Twelve goals not only guide our efforts in building a sense of residence hall or apartment community, they also represent potential results of a successful residence hall or apartment community living program.

**Goal 1.** Community members are acquainted with each other and recognize and acknowledge each other.

**Goal 2.** Mutual expectations exist among community members. They are collectively shared, negotiated, and agreed upon.

**Goal 3.** There is a means of making and carrying out community decisions. Through “community meetings” issues such as quiet hours, social activities, and educational programming are discussed and agreed upon.

**Goal 4.** Community members understand the expectations of other communities outside their floor, apartment, or building community. Residential Life and University policies and standards govern how some community decisions are made. Individual and group rights are protected and responsibilities are understood.

**Goal 5.** Community members understand the expectations and needs of fellow community members — be it roommate or 50 other floor members. If Bill Smith has just completed an exam and blasts his stereo to “blow off steam,” it is likely he will be imposing on another member’s right to a quiet environment; therefore, Bill’s behavior is unacceptable.

**Goal 6.** Community members understand that they share authority with staff members for developing the community. Community members hold each other accountable for their behavior. They understand the balance between freedom to live as they choose and the responsibility that comes with such freedom.

**Goal 7.** There exists formal and informal means for resolving interpersonal and inter-group conflicts — staff will assist in problem mediation, when residents are unable to resolve problems themselves. Through “community meetings” and judicial processes, other community living concerns are addressed and resolved.

**Goal 8.** Community members are aware of the facilities, services, and activities available to them both in the hall and campus wide.

**Goal 9.** There exists formal and informal means of providing programs and activities to meet the personal, social, recreational, educational interests and needs of community members.

**Goal 10.** Community members evaluate and provide feedback to other members and the community as a whole. They also are aware of avenues for expressing their needs and opinions for the betterment of the community, i.e. community meetings.

**Goal 11.** Community members respect and enhance their physical environment. This includes the building furniture, floors, walls, and common areas. This responsibility includes confronting, reporting, and holding responsible another member who is destructive.

**Goal 12.** Community members are respectful of the individual needs of members and their right to participate in community activities when they choose.

### **Building Student Relationships**

Residential Life staff members have the responsibility of working with their communities to create a positive living/learning environment. Residential Life staff members are peer helpers, group facilitator, disciplinarians, administrators, and role models. Each Residential Life staff is expected to:

1. Be available: Staff is expected to be on the floor and in the hall. They should be in their rooms and the halls most evenings and weekends. Doors should remain open (wide or a crack) as often as possible. RAs/Assistant Coordinators are responsible for their area, this means they are the 1<sup>st</sup> contact person (and expected to respond) in their area. All staff is on call 24/7. Staff will be on duty approximately 1 evening per week and 1 weekend per month; during which time they are expected to respond to issues in their area when another staff member needs their support or they are not in the hall.
2. Be approachable: This means having your door open, greeting your residents on the floor and off the floor/hall, getting involved on the floor, being willing to help your residents out and having them know who you are. Regularly visiting your residents; those that you are naturally attracted to as well as those few with which you may not have so much in common. The following are helpful tools for approachability:
  - Make a true effort to know your residents, their name and something about them.
  - Let your residents know you; what your job is as well as something about you (as much as you are comfortable with, but understand that in most cases the more open you will be the more open your residents will be). Create an atmosphere where residents seek you out and feel welcome to come and talk with you.
  - Be friendly and open on your hall/floor as well as out in campus.
  - Be willing to help provide support as well as provide direction; social, academic and personal issues; listen in an open and caring manner – it is also important to understand your limits; know when to refer a resident.
3. Role model appropriate academic and personal behavior, on and off campus.
4. Maintain confidentiality of information when ethical and appropriate to do so.
5. Establish and maintain a floor/hall that is conducive to study and an environment that respects the individual as well as individual differences. You can do this by:
  - \_\_\_ Getting to know everyone's name, room #, hometown, and major by the end of the second week.
  - \_\_\_ Make a point of at least saying a friendly "hello" to each member of my floor on a weekly basis.
  - \_\_\_ Leave your door ajar when in and not studying.
  - \_\_\_ Have a comfortable seating area in my room for people when they visit or need to discuss a concern.
  - \_\_\_ Have an appointment book to help more effectively manage my time.
  - \_\_\_ Keep a record or other documentation on each resident such information as birth date, major, etc.
  - \_\_\_ Encourage informal rap sessions in my room over TV, popcorn, etc.
  - \_\_\_ Keep residents clearly informed through a current and attractive bulletin board.
  - \_\_\_ Allow ample time for personal and academic need/goals.
6. Provide growth and development opportunities for your residents. This is done through involving your residents in a variety of activities/events using the P.A.C. model.

### **Student Conduct**

Residential Life staff is responsible for reinforcing standards of acceptable behavior on the floor/living area through the

interpretation and communication of Residential Life policies to students. When necessary, Residential Life staff is expected to confront inappropriate behavior and make referrals for disciplinary action. Specifically, each Residential Life staff member is expected to:

1. Know the University Code of Conduct and Residential Life policies and procedures AND be able to interpret them accurately to students as well as consult with appropriate staff when necessary.
2. Respond to behavior problems consistently and promptly.
3. Respond to behavioral problems calmly, reasonably, and effectively.
4. Recognize the importance of making decisions that are consistent with the goals, expectations, and procedures of the Office of Residential Life.
5. Accurately and thoroughly complete all necessary paperwork as required by the Office of Residential Life.

#### **Communication**

Housing/Residential Life staff plays a vital role in setting the tone of how residential life is perceived by students. Residential Life staff should strive to present the Office of Residential Life positively to students, parents, and the general public. A Residential Life staff member is expected to:

1. Meet regularly with your residents to explain and promote policies and programs, assess needs and community goals, and learn of ideas and concerns. This is especially important the 1<sup>st</sup> 3 weeks of each semester.
2. Post University and Residential Life information in areas designated by the Office of Residential Life. Bulletin boards are to be maintained in a current and attractive manner.
3. Use appropriate chain of communication when transmitting ideas, needs, and concerns about residence hall living.
4. Maintain daily contact with your immediate supervisor.

#### **Professional Development**

It is assumed that the Residential Life staff position is more than a job; it is an opportunity for self development. To assist each

Residential Life staff member in developing as a staff member and as a person, he/she is expected to:

1. Participate in the Staff Training Workshop (normally held prior to the start of fall and spring semesters), monthly in-services and any other type of staff training as mandated by the Office of Residential Life throughout the year.
2. Attend all weekly staff meetings.
3. Regularly discuss with their immediate supervisor their performance as well as personal concerns relative to their performance.
4. Be evaluated formally by their immediate supervisor twice each semester with continued employment based upon positive evaluations.
5. Actively participate in committee system-established within the Office of Residential Life.
6. Be evaluated each year by residents on his/her floor section/living area.

#### **THE ROLE OF RESIDENTIAL LIFE STAFF**

Things to think about or get ready for at the start of the semester:

A. Before the student arrives

- Complete all door decorations — (welcome sign with each students' name)
- Complete all hall welcome and policy reminder signs
- Complete all room inventories
- Final room and hall maintenance
- Work on your first floor meeting; how are you going to work/relate and communicate with your residents, what is your role, availability/approachability, your approach to policy enforcement and rights/responsibilities, maintenance issues, what if/when you are not there, activities, expectation of the floor members, etc.
- Get ready to check in and greet your residents

B. Great move in and check in days

- You will need to personally meet each resident on your floor/area
- Review the room inventory form and get signatures
- Remember this first impression may be the lasting impression of you and the halls — be positive
- Have your door open, be available and approachable — how can you help?
- Notify your residents of the first floor meeting

C. The first 1-2 weeks of classes

- Follow up and meet your residents — begin getting to know them: their names, majors, home towns, etc.
- Help the residents get to know each other
- Your first activity — fun and interactive, get the residents out of their rooms...
- Get to know your floor and its personality

D. Through-out the semester

- Continue clear communication procedures with floor members through postings and floor meetings
- Work with residents in the scheduling of floor activities/programs
- Identify residents needs
- Spontaneous programming (movies, shopping trips, etc.) remember the number of participants doesn't matter, group interaction is the key
- Recognize special achievements/contributions of residents
- Develop an informational bulletin board with weekly events by day. Include events in which floor members are involved, such as music performances
- Set up intramural teams
- Have regular, planned study breaks
- Develop a "crime watch" program on your floor or apartment area
- Continue policy enforcement and helping your residents understand their rights and responsibilities
- Work with staff and floor to develop educational programs; alcohol, sexual assault, gender issues, study and stress management skills, eating disorders, etc.

E. Make a difference - Things you can do...

- Dress appropriately, be friendly and positive — have fun, introduce yourself to residents and their parents when they check-in
- Establish an "open door" policy — be available and around, visit your residents, invite them to your room
- Use an "Ice Breaker" at your first few "community meetings."
- Identify the different floor personalities; outgoing, excited, shy and quiet people and get to know them and help them get involved with the floor
- Be yourself
- Use general campus posting boards to post information about residents, campus events, and community news
- Plan floor activities around birthdays, special TV shows, etc.
- Post lists of upper class students who are willing to help tutor or advise freshmen
- Encourage use of weekly awards in a positive manner
- Attend hall activities; bring some residents with you
- Schedule additional floor meeting to continue good floor communication
- If you don't know the answer to a resident's question —find out! Get back with him/her within 24 hours!

- Work with your residents to enhance floor/hall ownership and pride; floor murals, t-shirts, newsletter, intramurals, help your residents get involved, in all aspects of the floor, policies, security, common area damages, etc.
- Introduce residents to maintenance and custodial staff in creative ways — help them to appreciate and support these staff members — they can be your best ally
- Enjoy what you are doing — you work too hard and don't get paid enough not to enjoy what you are doing!

#### **COMMUNITY RESPONSIBILITY**

It is the policy of [REDACTED] and the Office of Residential Life that students share in the responsibility of setting and maintaining a studious and respectful environment in the campus residence hall and apartment. Resident students are entitled to an atmosphere that facilitates personal growth and encourages pursuit of academic endeavors. Each student shares in the effort to maintain a high quality of residential life. In light of the above, the Office of Residential Life endorses the following policy regarding damage in the residence halls:

1. Any damage, which is the result of accidental or deliberate actions of an individual or group, is the responsibility of the person(s) rather than the resident population as a whole. Every attempt will be made to identify the individual(s) responsible for the damage. These individuals will be charged with the cost of the damage in addition to other appropriate sanctions determined by the administration.

The Office of Residential Life believes that residence hall living is a privilege and students need to be aware of concerns within their community and to report them, when appropriate. Vandalism in residence halls is a problem with financial, psychological, and social impacts on those affected. Some consequences include inconvenience, safety hazards, and extra work for building maintenance and custodial staff, and lower morale. Students held responsible for vandalism will be referred promptly for appropriate disciplinary action. Such acts are not tolerated. Students are expected to take responsibility for their living accommodations.



## PROGRAMMING

### GENERAL INFORMATION

#### **A. Mission**

The Programming Resource Center (PRC) is a student and staff supporting entity of the Office of Residential Life. The center constantly strives to enhance the quality of residence hall programming at [REDACTED]. The PRC acts as an information source and media library for the staff of the Office of Residential Life. Henceforth, the PRC actively responds to the needs of residents and student staff members through educational programming.

**Programming Goal:** To provide each resident with opportunities to develop as a “well rounded” person. The other main goal was is to help students get involved on their floor and in their community. We want students to have fun while they are in college and one way of doing this is by helping them meet new “friends”.

#### **B. Programming Resource Center (PRC)**

Located in Crawford 004, this room provides staff with all the materials and supplies necessary to complete requirements of the position-specifically, programming. The Programming Resource Center is open as follows:

- Supplies located inside the center may be checked out using the check-out log located in the Crawford staff office.
- The computer and printer are for official Residential Life business only.

#### **C. Hours of Operation**

**Monday - Friday:** 12 p.m. – 12 a.m.

**Saturday – Sunday:** 7 p.m. – 12 a.m.

#### **D. Contact Information: Programming Resource Center (PRC)**

- Location Crawford 004
- Phone – (931) 372-4075
- website

**Resident Assistant Requirements:** RAs must complete six (6) programs per semester, using the P.A.C. model:

- **Personal:** provide opportunities for self improvement (exercise & fitness, body image, peer pressure, positive self image, etc.), provide opportunities to enhance views & ideas on health and wellness (STDs, eating habits, stress management, alcohol and drug awareness, smoking & tobacco, etc.), as well as providing leadership opportunities through involvement in program development, committee work, executive council opportunities, etc.
- **Academic/Education:** expand residents horizons, provide them with opportunities to see things from a view different than their current thoughts (sexual assault, cultural diversity, lifestyle tolerance/understanding and religious tolerance/understanding, etc.), provide opportunities to help with their classroom work (quiet locations & times, study skills, time management, etc.)
- **Community development:** providing opportunities for students to get to know each other, work together, develop floor/hall pride and ownership (intramurals, movies, floor murals, t-shirts, study sessions, card and activity tournaments, community service, etc.)

The programs should be broken down as follows:

- 3 – Personal (2-Floor and 1-Hall)
- 1 – Academic (1-Hall w/Assistant Coordinator)
- 2 – Community (1-Floor and 1-Hall)

#### **General Guidelines**

All staff members are required to complete six (6) programs each semester. Three (3) of these programs are required to be on the floor level. All programs will stop the week before the final exam period each semester. Liability release forms are required for any program which may put a student in a higher than normal risk for participating in the program. Refer to the approved Program Planner for supervisor indication of requirement. Resident Assistants are required to make up all missed programs. Failure to meet programming deadlines for each semester will be noted on job appraisals and disciplinary actions may be taken. Staff may request funds for programming from their immediate supervisor.

Required passive programming themes must be displayed in lobby of your assigned residence hall. (Free hand art work will be allowed with advanced approval from your immediate supervisor.) **No video or movie** may be rented from video rental or retail stores for use with any types of programming in the residence halls. You are encouraged to talk with your Assistant Coordinator one month in advance for possible use of videos/films/etc that can be ordered from ResLife Cinema and shown on Eagle Vision. Keep in mind that all movies titles are ordered no later than the 15<sup>th</sup> of the month prior. To change a date/cancel a program planner that already has been approved, submit a Program Change form to your Assistant Coordinator.

#### **Program Planner**

Staff must submit a program planner for approval two (2) weeks prior to the program. Your Assistant Coordinator must approve all advertising. Once approved, the RA may copy the advertisement in keeping with the copying policy. Approval of the program and date of the program should be done after careful consideration by your Assistant Coordinator. Make sure two programs are not occurring at the same time in the same hall. It is also wise not to approve a program on the same date that several other halls are having a program.

#### **Program Evaluations**

Upon completion of program — within 48 hours — the staff submits a program evaluation (all 3 copies) and other required paperwork as indicated on the program evaluation to your Assistant Coordinator. Your Assistant Coordinator will verify all receipts, initials all paperwork, completes supervisor comments, and submits to the Coordinator for payment of charges.

#### **Advertising**

- General Guidelines: Free hand art work will be allowed with advanced approval from your Assistant Coordinator. All program advertising must be posted within 48 hours of the program or the program will not be counted toward the requirement.

#### **Programming Awards**

- *Program of the Month*: Assistant Coordinators will vote on one program for the current month as Program of the Month. Extra programs are eligible for consideration.
- *Passive of the Month*: Assistant Coordinators will vote on which is best presented and for theme content.

**Eagle Vision** Eagle Vision is a valuable resource for getting students attention and creating opportunities for more effective and developmental programming. Eagle Vision uses feature movies to get the students attention and it then focuses that attention towards key social and developmental issues through discussions.

#### **Bulletin Boards**

Passive Programming Themes (suggested — should be decided on each semester by the Coordinator)

- September “Around Cookeville”
- October “Campus Safety”
- November “Health & Wellness”
- December “Academic Achievement”
- January “Leadership Opportunities”
- February “Community Service”
- March “Emotional Well-Being”
- April “Life After College”

**General Posting Boards** – The General Posting Boards are used for campus organizations to advertise their events that they are sponsoring. These organizations must have a stamp from the Main Office before being posted. It is the responsibility of the RA's to check the boards each night they are on duty. If a posting is outdated, it must be removed immediately. If a posting is not properly stamped it must be removed and reported to your Assistant Coordinator.

#### **ICE BREAKERS**

##### **Brief Ideas**

Roommates introduce each other, saying something they have learned about one another so far. Name tags: Make them like collages; draw a picture on them, etc. Break into twos, talk to one another for five minutes, and then introduce one another to the group. Introduce yourself: talk about summer vacation, travel hobbies, interests, etc.; or tell a joke; or talk about your

funniest relative, or share what you'd do if you had two extra hours a today; or talk about your favorite animal, vegetable, comic strip, etc.

- Name Game variations (depending on number in group): My name is Sassy Sally or Salamander Sally or Racquetball Sally or San Francisco Sally, etc.
- Ball Toss: Tape questions on a ball (beach ball, basketball, etc.). Sit in a circle and toss the ball around the room. Catch the ball and answer questions which are facing you. Residents individually answer questions written on little pieces of paper which they must remove inside a balloon (RA prepares balloons ahead of time).
- Tie a string or yarn "necklace" around everyone's neck; the object of the game is to get as many strings as possible around your own neck by getting others to say "no". (When someone says no to you, he/she forfeits his/her string necklace). Best used at study breaks or similar situations.
- Human Scavenger Hunt: Find out in advance something about each participant that few if any know; prepare a ditto leaving a space for a name next to the bit of information about everyone. The object of the game is to match the names of the participants by milling around and asking questions to the bits of information about each on the ditto.
- Human Bingo: Same as Human Scavenger Hunt except the bits of information and spaces for names are laid out in squares like a bingo game. Object is to complete a straight line horizontally, vertically, or diagonally.
- Humdinger: Every resident is given a bit of paper with the title of a well-known, but simple, song (i.e. Happy Birthday To You) written on it; he/she must hum it until he/she finds another with the same song.
- Knots: Human hand knots.

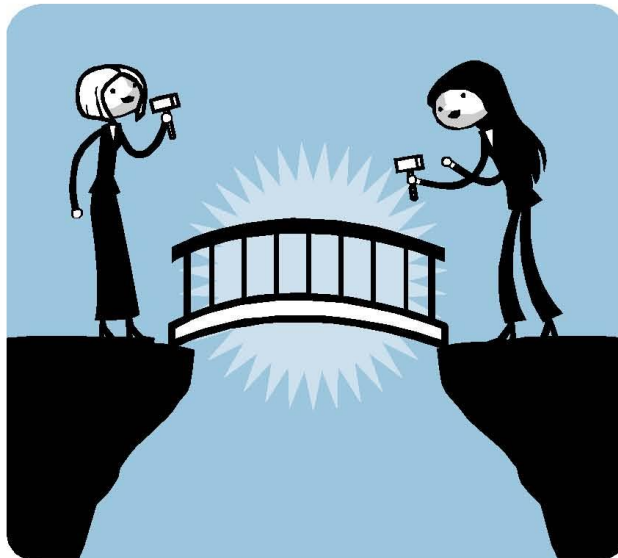
Available are Pfeiffer and Jones books on "*Structured Experiences in Human Relations Training*." There are many ice breakers and activities for you to use. Also, talk with your appropriate Coordinator for more ideas.

#### **Resources for Programming Ideas**

Resident Assistant.com - <http://www.residentassistant.com/one/index.php>

## **THE B.R.I.D.G.E. MODEL:**

*Building Residents by Intentionally  
Developing Guided Experiences*



**HOUSING**

Residence Life fosters the lifelong learning of every resident through the promotion of responsible citizenship, scholarship, appreciation of differences, personal wellness, and involvement.

### **WHAT IS THE BRIDGE MODEL?**

Through the BRIDGE model you will develop intentional programming for your residents by implementing programs that address the five tenets of the Residence Life Mission Statement. It is the belief of the department that all programming should seek to intentionally develop our residents. Our mission statement outlines the department's role in that development, and the BRIDGE model utilizes that mission to outline programming objectives. These objectives are outlined below and throughout the manual.

### **WHAT ARE THE BRIDGE MODEL TENETS?**

**Responsible Citizenship** – Students living in the residence hall community are conscious of how their actions and choices may affect the environment of others around them and will think critically before making choices that may adversely impact the lives of others around them. Residents will be intentional about living in a manner that enhances the fabric of the residence hall community and will encourage others to do the same. Resident students are expected to act in accordance with the policies and guidelines set forward in *The Guide to Residence Living* and the Student Code of Conduct and [REDACTED]. Programs that educated students about the community based impact of their choices on themselves and others, practices that insure the sustainability of the environment, and the benefits of active civic engagements will fulfill the spirit of this tenet.

**Scholarship** – Resident students are afforded opportunities for growth and development in lessons learned in the living laboratory that is the residence hall environment. Residents will have the opportunity to participate in educationally-focused programs based on the students' collective interests that will define their academic and/or career goals. As such, residents will create and implement tools and techniques that foster their academic success. Programs that promote academic and curricular growth and skill development including but not limited to time

management, the formation of study groups, small group faculty interactions, study skills workshops, library research workshops, etc. will serve to meet the spirit of this tenet.

**Appreciation of Differences** – The residence halls at [REDACTED] are inclusive communities comprised of students from myriad backgrounds, traditions, experiences, and perspectives. The residence hall is a place where all belief systems, experiences, traditions and perspectives are welcomed, fostered, and invited to be shared. Resident students are encouraged to find similarities between each other and to celebrate the things that also set them uniquely apart from one another in a mutually supportive environment of personal exploration, growth and development. Programs including, but not limited to, those that address a multiplicity of viewpoints of a particular issue, issues of spiritual, racial, socio-economic, ethnic, sexual orientation, differing levels of ability, and other aspects of diversity or multiculturalism would serve to fulfill the spirit of this tenet.

**Personal Wellness** – Resident students live in an environment in which each individual takes responsibility for his/her own well-being but where there is also a spirit of collective and shared relationship between residents. Residents are expected to make choices that are healthy, preserve personal safety, and demonstrate careful thought in their execution. Residents are encouraged to engage in exploration that does not place their personal, physical or spiritual selves in undue jeopardy. The residence hall provides a framework for students to learn about healthy lifestyles and choices and an environment in which to try out new ways to meet healthy and desired outcomes. Programs that address issues of personal safety, wellness, financial responsibility, nutrition, health, etc. would serve to fulfill the spirit of this tenet.

**Involvement** – Residents are encouraged to become connected with the residence hall community and the University at large by becoming active and committed participants within the community. Students who connect with others through organizations, coursework, common interests, and shared experiences, show increased persistence toward graduation. Programs that promote student involvement on campus, expose students to campus resources, programs and services, or that engage students actively in service to others would serve to fulfill the spirit of this tenet.

## Appendix F: Southeast 05

### Fall Semester I – First Six Weeks August 19 – September 30, 2006

N

#### Navigating University Life

- \_\_\_\_\_ Walkover to campus activity
- \_\_\_\_\_ Walkover to GDS location for meal or snack\*
- \_\_\_\_\_ Walkover to an Area Government program
- \_\_\_\_\_ Campus Tour for first year students (or upperclass alternative)
- \_\_\_\_\_ Post information: campus activities, RTS, campus map, etc.
- \_\_\_\_\_ Safety & Security Week bulletin board & inspections



W

#### World Awareness

- \_\_\_\_\_ 1 bulletin board with diversity/social justice/global/community service focus

E

#### Establishing/Enhancing Relationships

- \_\_\_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_\_\_ Gator to Gator roommate contracts
- \_\_\_\_\_ 1 intentional individual contact w/ each resident
- \_\_\_\_\_ Community Map presentation in staff meeting
- \_\_\_\_\_ 1 floor program with community building focus
- \_\_\_\_\_ Building/Area program – concentration:
  - First year student issues (i.e., homesickness, transition to college)
  - Mental Health issues
  - Sex, drugs, alcohol

S

#### Scholarship

- \_\_\_\_\_ Establish and maintain 2 quiet study hours/week for your community
- \_\_\_\_\_ Establish and promote study buddies for your community
- \_\_\_\_\_ Visit [www.foxvalley.edu](http://www.foxvalley.edu) and share information with residents
- \_\_\_\_\_ Academic Initiative program/activity (learning community theme/FIR/RLC choice based on area needs)

*\*can be combined with another program or activity*

## Fall Semester II – Remainder of Semester October 1 –December 6, 2006

**N**

### Navigating University Life

- \_\_\_\_\_ Walkover to a campus activity
- \_\_\_\_\_ Post information about spring course registration
- \_\_\_\_\_ Program about spring course registration
- \_\_\_\_\_ **Building/Area program – concentration:**
  - University opportunity -choosing major, study abroad, leadership, etc.
- \_\_\_\_\_ **"Support" an AG program**



**W**

### World Awareness

- \_\_\_\_\_ 1 building/area program  
with diversity/social justice/global/  
community service focus

**E**

### Establishing/Enhancing Relationships

- \_\_\_\_\_ 1 floor program with community building focus
- \_\_\_\_\_ Mid-semester check-in w/ each resident
- \_\_\_\_\_ Roommate Appreciation Day activity
- \_\_\_\_\_ 1 identity development program-passive or active
- \_\_\_\_\_ Closing floor meeting

**S**

### Scholarship

- \_\_\_\_\_ **Maintain 2 quiet study hours/week for your community**
- \_\_\_\_\_ 1 passive program on academic success/academic resources
- \_\_\_\_\_ Visit [www.berkeley.edu](http://www.berkeley.edu) and share information with residents
- \_\_\_\_\_ Study break/exam cram program
- \_\_\_\_\_ **Academic Initiative program/activity (learning community theme/FIR/RLC  
choice based on area needs)**
- \_\_\_\_\_ 1 building/area program on academic success/resources

*\*can be combined with another program or activity*



## Spring Semester I – Pre-Spring Break January 6 – March 9, 2007

**N**

### Navigating University Life

- \_\_\_\_\_ Walkover to GDS location for meal or snack\*
- \_\_\_\_\_ Walkover to an Area Government program
- \_\_\_\_\_ Active or passive program about on and off campus living for 2007-08
- \_\_\_\_\_ Safety & Security Week bulletin board & inspections



**W**

### World Awareness

- \_\_\_\_\_ 1 building/area program with diversity/social justice/global/community service focus
- \_\_\_\_\_ 1 passive program with diversity focus

**E**

### Establishing/Enhancing Relationships

- \_\_\_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_\_\_ 1 intentional individual contact w/ each resident
- \_\_\_\_\_ Community Map presentation in staff meeting (w/ any changes for spring semester)
- \_\_\_\_\_ 1 identity development program-passive or active

**S**

### Scholarship

- \_\_\_\_\_ Establish and maintain 2 quiet study hours/week for your community
- \_\_\_\_\_ Establish and promoting study buddies for your community
- \_\_\_\_\_ Visit [www.berkeley.edu](http://www.berkeley.edu) and share information with residents
- \_\_\_\_\_ 1 building/area program on academic success/resources (i.e., choosing a major, etc.)
- \_\_\_\_\_ Academic Initiative program/activity (learning community theme/FIR/RLC choice based on area needs)

*\*can be combined with another program or activity*

## Spring Semester II – Post-Spring Break March 19 – April 25, 2007

**N**

### Navigating University Life

- \_\_\_\_\_ Post information about summer/fall course registration
- \_\_\_\_\_ **Building/Area program – concentration:**
  - University opportunity -choosing major, study abroad, leadership, etc. (something that helps students prepare for the summer or next year)
- \_\_\_\_\_ "Support" an AG program

**W**

### World Awareness

- \_\_\_\_\_ 1 bulletin board with diversity/social justice/global/ community service focus



**E**

### Establishing/Enhancing Relationships

- \_\_\_\_\_ 1 floor program with community building focus
- \_\_\_\_\_ Mid-semester check-in w/ each resident
- \_\_\_\_\_ Closing floor meeting

**S**

### Scholarship

- \_\_\_\_\_ **Maintain 2 quiet study hours/week for your community**
- \_\_\_\_\_ 1 passive program on academic success/academic resources
- \_\_\_\_\_ Visit [www.berkeley.edu](http://www.berkeley.edu) and share information with residents
- \_\_\_\_\_ Study break/exam cram program
- \_\_\_\_\_ **Academic Initiative program/activity (learning community theme/FIR/RLC choice based on area needs)**

*\*can be combined with another program or activity*

3:07pm/6.19.06

## Appendix G: Southwest 01

### The Community and Awareness Model

The First Year Residential Experience (FYRE) Halls are focused on creating an experience for freshmen that engages them in the campus culture. Using student development theory and health and wellness techniques, this proposed programming model was created to meet the needs of freshmen within the halls. This model is a hybrid of the Wellness and Involvement Model and focuses on enriching the lives and experiences of students as well as helping to create an open and supportive environment to encourage networking and learning.

This system will have built-in structure to ensure that the community is being built within the halls and that overall awareness initiatives are being met, but will still encourage the creativity of RAs as well as the use of resource persons in the development and presentation of programs.

#### PROGRAM TYPES & REQUIREMENTS

##### Special Interest Programs

- The program falls within the categories outlined on the following pages under Special Interest Categories.
- The program is to be completed by no more than one to two staff members.
- The program is to meet the following advertising requirements:
  - 8 ½ x 11 fliers must be approved and posted in the hall of the staff member(s) hosting the program seven days prior to the event.
  - Another form of advertising must take place seven days prior to the event including but not limited to: e-mailing floor or hall listservs, Facebook invites, Twitter messages, newsletters, butcher paper advertisements, handouts, etc.
- Staff members gaining credit for the program are required to be in attendance during the entire duration of the program.

##### Passive Programs

- The program can consist of a bulletin board or hall postings educating on any topic falling under the Special Interest Categories.

##### Staff Social Program

- The program is social in nature and is worked on by the entire hall/area staff.
- Each staff member is required to take on a definitive part of the program to balance out the work load between all staff members.
- Staff programs will be discussed in conjunction with the GHDs of that area to plan for each month, either in staff meetings or otherwise.
- The program is to meet the following advertising requirements:
  - 8 ½ x 11 fliers must be approved and posted in the hall of the staff member(s) hosting the program seven days prior to the event.
  - Another form of advertising must take place seven days prior to the event including but not limited to: e-mailing floor or hall listservs, Facebook invites, Twitter messages, newsletters, butcher paper advertisements, handouts, etc.

##### Program Proposals & Evaluations

- Program proposals MUST be filed out and submitted to the GHD prior to all events.
- Evaluations MUST be submitted to the GHD 48 hours following the program with recorded attendance and descriptive notes on how the program was held and what could be done to improve the program in the future.
- All submissions must be made electronically to be kept and recorded by GHDs for submitting monthly programming reports to the Area Coordinators.

## MONTHLY PROGRAMMING REQUIREMENTS

Each Resident Assistant must conduct three (3) programs every month; starting in August.

- 1 program must be a Staff Social Program.
  - Required monthly social programs will encourage students to get to know one another and will provide a continued opportunity for community building. This is important for residents to feel like they belong to a community.
  - Every other month, starting in August, this program will be traditional in nature to encourage traditions in the FYRE halls.
- 1 program must be a Passive Program.
  - Each RA must meet 4-5 special interest topics, listed below, within a semester through Passive Programs.
  - Passive programs should convey information to residents in a logical, interesting format in which no active participation is necessary. Residents are able to absorb the information at their own pace.
  - Passive Programming is a way to program during the busiest points of the semester and reach all of the residents.
- 1 program must be a Special Interest Program.
  - Each RA must meet 4-5 special interest topics, listed below, within a semester through Special Interest Programs.

## SPECIAL INTEREST CATEGORIES FOR PROGRAMMING

### Academic Success

- Training, presentations, study sessions and other educational activities that enhance study skills, personal engagement in the classroom, time management, understanding of class tools or programs, and/or interaction with faculty members.
- Showcasing resources available to help with academic success and/or degree selection.

### Beliefs & Human Awareness

- Roundtable discussions, lectures, debates, presentations, or training seminars that help to explore the larger social, economic, and political problems challenging our society and others in the world community in order to help students see beyond their own life experiences.
- Educating students on defining meaning through various forms of family-oriented relationships, morals, ethics, and developing the core values that define individuals and their actions. This includes awareness and tolerance of a multitude of beliefs and how actions and interactions shape and affect the world around you.

### Campus & Community Involvement

- Activities and events put on by other campus organizations, departments, or community organizations including, but not limited to; athletic events, community service activities, intramurals, concerts, organization meetings, programs, lectures, etc.

### Diversity & Social Justice

- Workshops, presentations, and other educational activities that enhance further understanding of the multicultural nature of our campus community.
- Working with administration, faculty, and staff to educate students on federal and state laws and regulations as well as about university policies and procedures regarding diversity, affirmative action and equal employment opportunity, hate crimes, and other matters related to fostering a respectful campus climate.

### Life Skills

- Guest speakers, interactive activities, and other educational and training oriented events that focus identifying and developing abilities and skills that can have an impact on future success.
- Educating on life stages, vocational, avocation choices (hobby and leisure activities) and on how to effectively balance work and social aspects of life to build enrichment and self-actualization.

### Personal & Emotional Well-Being

- Training workshops, presentations and other educational activities concerning information or available resources on alcohol & other drug prevention, stress management, mental health promotion, violence prevention, healthy relationships, sexual health, healthy eating, physical activity, & sleep.

## **Compass Programming Model for Honors Living Learning Community—Pointing You Home**

The Honors Living Learning Community has their own programming model to meet the needs of a very specific student population—the Honors Student. The Compass Model is designed to encourage participation in the four points of the compass—N=Navigating University Life; S=Scholarship & Academics; E=Establishing/Enhancing Relationships; and W=World/Global Awareness & Diversity. By participating in the four points, students will always “Be Pointed Home” and will create strong ties to the HLLC as well as to the campus and community.

Each Compass Point consists of several program activities that HLLC RAs will need to complete. In addition to Compass Points, the program model is divided into four time periods:

- The first six weeks of the fall semester (August 22 – October 3, 2011).
- The final 10 weeks of the fall semester (October 4 – December 14, 2011).
- Pre-Spring Break (January 16 – March 16, 2012).
- Post-Spring Break (March 26 – May 9, 2012).

Each time period has a list of required activities that meet specific developmental needs students have during that time period.

Execution of the programming model will be at the discretion of the Graduate Hall Director.

HLLC RAs will complete a HLLC Program Proposal prior to the program. The proposal must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program is appropriate and will either accept or deny the proposal. Denied proposals may be resubmitted with noted changes. All proposal forms will be created electronically and can be accessed in the In-Crowd Residence Life Group on My Campus. Completed proposals should be emailed to the GHD. The GHD will email back suggested revisions or the approved form.

Following the form, the RA will complete a HLLC Program Evaluation form. The evaluation must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program will be counted towards programming requirements. All evaluations will be created electronically and can be accessed in the In-Crowd Residence Life Group on My Campus. Completed evaluations should be emailed to the Graduate Hall Director. The GHD in turn will complete his/her portion of the sheet and email back the final approved copy. The GHD will also submit a finalized copy of both the registration and the evaluation to the Area Coordinator.

The Graduate Hall Director will be responsible for maintaining a programming spreadsheet to ensure that all RAs are meeting programming guidelines. Monthly, the GHD should discuss programming objectives with individual Resident Assistants and review expectations and goals.

HLLC RAs who do not meet programming requirements will be placed on probation the following semester, and may be given additional responsibilities as determined by the GHD. Community development and interaction is the main responsibility of the Peer Mentor and is done through programming. Programs must be well thought out and responsibly conducted.

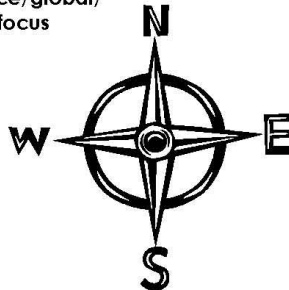
**Programming for the  
Honors Living Learning Community  
Fall Semester I – First Six Weeks  
August 22—October 3, 2011**

### Navigating University Life

- \_\_\_\_\_ Walkover to First Year Convocation *(or upperclass alternative)*
- \_\_\_\_\_ Walkover to Residence Life Welcome Dinner
- \_\_\_\_\_ Campus Scavenger Hunt
- \_\_\_\_\_ Post information: campus activities, campus map, etc.
- \_\_\_\_\_ Safety & Security Week bulletin board & Fire Safety inspections
- \_\_\_\_\_ Promote Campus Resource Fair
- \_\_\_\_\_ Walkover to campus activity
- \_\_\_\_\_ Walkover to Acanza Dining or other location for meal or snack\*
- \_\_\_\_\_ Honors College Association meeting or activity

### World/Global Awareness & Diversity

- \_\_\_\_\_ 1 bulletin board with diversity/social justice/global/community service focus



### Establishing/Enhancing Relationships

- \_\_\_\_\_ First Floor Meeting w/ icebreaker
- \_\_\_\_\_ 1 intentional individual contact per resident
- \_\_\_\_\_ 1 floor program: community-building focus
- \_\_\_\_\_ "Floor Theme" activity/bulletin board
- \_\_\_\_\_ Roommate/Suitemate Appreciation Day Activity, 9/30
- \_\_\_\_\_ Roommate Contracts/Negotiations
- \_\_\_\_\_ **Building-wide program – concentration:**
  - **First year student issues (i.e., homesickness, transition to college)**
  - **Mental Health issues; sex, drugs, alcohol**

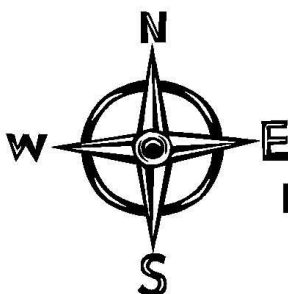
### Scholarship & Academic

- \_\_\_\_\_ Visit advising website and share information with residents
- \_\_\_\_\_ Invite faculty member to present in the HLLC
- \_\_\_\_\_ Honors College Association meeting or activity
- \_\_\_\_\_ **For Academic Initiative: 2 programs/activities related to your focus**  
*(depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or E!)*

**Programming for the  
Honors Living Learning Community  
Fall Semester II – Remainder of Semester  
October 4—December 14, 2011**

## Navigating University Life

- \_\_\_ Walkover to a campus activity
- \_\_\_ Post information about spring course registration in HLLC Classroom
- \_\_\_ Program about spring course registration (*appropriate for your population!*)
- \_\_\_ Honors College Association meeting or activity
- \_\_\_ **Building/Area program** – concentration:
  - University opportunity -choosing major, study abroad, leadership, etc.



### World/Global Awareness & Diversity

- \_\_\_ Walkover to COMMON READING  
focus program/activity Fall or Spring TBA

**OR**

- \_\_\_ Bulletin board related to sustainability  
energy conservation/water conservation/  
global issues

### Establishing/Enhancing Relationships

- \_\_\_ “Floor Theme” activity/bulletin board
- \_\_\_ 1 floor program w/community building
- \_\_\_ Mid-semester check-in w/ each  
Resident
- \_\_\_ 1 identity development program-  
passive or active
- \_\_\_ Honors Tailgate Party—October 29th
- \_\_\_ Closing floor meeting

## Scholarship & Academic

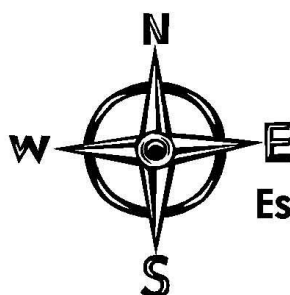
- \_\_\_ 1 passive program on academic success/academic resources
- \_\_\_ Invite faculty member to present in the HLLC
- \_\_\_ Honors Lecture of the Year, Fall or Spring TBA
- \_\_\_ Honors College Association meeting or activity
- \_\_\_ Finals week Program (study break, late night walkover, breakfast-2-go,  
Honors Up All Night)
- \_\_\_ **1 building/area program on academic success**  
(*focus: time management and study skills/Study Habits Inventory*)



**Programming for the  
Honors Living Learning Community  
Spring Semester I – Pre-Spring Break  
January 16—March 16, 2012**

**Navigating University Life**

- \_\_\_\_\_ Walkover to Acansa Dining or other location for meal or snack\*
- \_\_\_\_\_ Honors College Association meeting or activity
- \_\_\_\_\_ Active program about XXXX Housing Portal
- \_\_\_\_\_ Safety & Security Week bulletin board & Fire Safety inspections



**World/Global  
Awareness &  
Diversity**

- \_\_\_\_\_ 1 building/area program with diversity/social justice/global/community service focus
- \_\_\_\_\_ 1 passive program with diversity focus  
*(People Awareness Week bulletin board!)*

**Establishing/Enhancing  
Relationships**

- \_\_\_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_\_\_ 1 intentional individual contact w/ each resident
- \_\_\_\_\_ 1 identity development program-passive or active
- \_\_\_\_\_ "Floor Theme" activity/bulletin board


**Scholarship & Academic**

- \_\_\_\_\_ Invite faculty member to present in the HLLC
- \_\_\_\_\_ Honors College Association meeting or activity
- \_\_\_\_\_ Honors Lecture of the Year Fall or Spring TBA
- \_\_\_\_\_ Honors Reception Day (March 3<sup>rd</sup>)
- \_\_\_\_\_ Share information with residents about Advising
- \_\_\_\_\_ 1 building/area program on academic success/resources  
*(i.e., choosing a major, time management, study skills, etc.)*
- \_\_\_\_\_ For Academic Initiative: 1 programs/activities related to your focus  
*(depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or E!)*



**Programming for the  
Honors Living Learning Community  
Spring Semester II – Post-Spring Break  
March 26—May 9, 2012**

## Navigating University Life

- \_\_\_\_\_ Post information about summer/fall course registration
- \_\_\_\_\_ Post information about summer housing options/sign up (  Housing Portal)
- \_\_\_\_\_ Honors College Association meeting or activity
- \_\_\_\_\_ Residence Hall Week Activity



### World/Global Awareness & Diversity

- \_\_\_\_\_ 1 bulletin board with diversity/social justice/global/building community service focus
- \_\_\_\_\_ Common Reading Activity TBD

resident

### Establishing/Enhancing Relationships

- \_\_\_\_\_ 1 floor program with community focus
- \_\_\_\_\_ "Floor Theme" activity/bulletin board
- \_\_\_\_\_ Mid-semester check-in w/ each
- \_\_\_\_\_ Closing floor meeting
- \_\_\_\_\_ GEEK WEEK

## Scholarship & Academic

- \_\_\_\_\_ Honors Lecture of the Year – Date TBD  
*(if this was completed pre-spring break, the requirement for the spring is complete!)*
- \_\_\_\_\_ 1 passive program on academic success/academic resources
- \_\_\_\_\_ Invite faculty member to present in the HLLC
- \_\_\_\_\_ Honors College Association meeting or activity
- \_\_\_\_\_ Convocation of Scholar Week/Undergraduate Scholar Day, TBD
- \_\_\_\_\_ Finals week Program (study break, late night walkover, breakfast-2-go, Honors Up All Night)

6.14.2011

## **Compass Programming Model for ROTC Living Learning Community—Pointing You Home**

The ROTC Living Learning Community has their own programming model to meet the needs of a very specific student population—the ROTC Cadet. The Compass Model is designed to encourage participation in the four points of the compass—N=Navigating University Life; S=Scholarship & Academics; E=Establishing/Enhancing Relationships; and W=World/Global Awareness & Diversity. By participating in the four points, students will always “Be Pointed Home” and will create strong ties to the ROTC as well as to the campus and community.

Each Compass Point consists of several program activities that ROTC RAs will need to complete. In addition to Compass Points, the program model is divided into four time periods:

- The first six weeks of the fall semester (August 22 – October 3, 2011).
- The final 10 weeks of the fall semester (October 4 – December 14, 2011).
- Pre-Spring Break (January 16 – March 16, 2012).
- Post-Spring Break (March 26 – May 9, 2012).

Each time period has a list of required activities that meet specific developmental needs students have during that time period.

Execution of the programming model will be at the discretion of the Graduate Hall Director.

ROTC RAs will complete a ROTC Program Proposal prior to the program. The proposal must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program is appropriate and will either accept or deny the proposal. Denied proposals may be resubmitted with noted changes. All proposal forms will be created electronically and can be accessed in the In-Crowd Residence Life Group on MyCampus. Completed proposals should be emailed to the GHD. The GHD will email back suggested revisions or the approved form.

Following the event, the RA will complete a ROTC Program Evaluation form. The evaluation must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program will be counted towards programming requirements. All evaluations will be created electronically and can be accessed in the In-Crowd Residence Life Group on MyCampus. Completed evaluations should be emailed to the Graduate Hall Director. The GHD in turn will complete his/her portion of the sheet and email back the final approved copy. The GHD will also submit a finalized copy of both the registration and the evaluation to the Area Coordinator.

The Graduate Hall Director will be responsible for maintaining a programming spreadsheet to ensure that all RAs are meeting programming guidelines. Monthly, the GHD should discuss programming objectives with individual Resident Assistants and review expectations and goals.

ROTC RAs who do not meet programming requirements will be placed on probation the following semester, and may be given additional responsibilities as determined by the GHD.

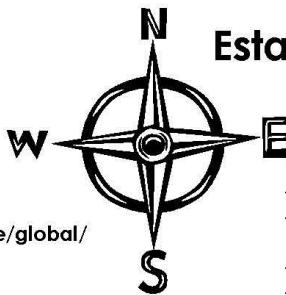
**Programming for the  
ROTC Living Learning Community  
Fall Semester I – First Six Weeks  
August 22—October 3, 2011**

**Navigating University Life**

- \_\_\_\_\_ Walkover to First Year Convocation *(or upperclass alternative)*
- \_\_\_\_\_ Walkover to Residence Life Welcome Dinner
- \_\_\_\_\_ Campus Tour for first year students *(or upperclass alternative)*
- \_\_\_\_\_ Post information: campus activities, bus schedule, campus map, etc.
- \_\_\_\_\_ Safety & Security Week bulletin board & Fire Safety inspections
- \_\_\_\_\_ Promote Campus Resource Fair
- \_\_\_\_\_ Walkover to Welcome Week activity
- \_\_\_\_\_ Walkover to Acansa Dining or other location for meal or snack\*
- \_\_\_\_\_ Attend a ROTC Tailgate—Dates TBD

**World/Global  
Awareness &  
Diversity**

- \_\_\_\_\_ 1 bulletin board with  
resident diversity/social justice/global/  
community service focus



**Establishing/Enhancing  
Relationships**

- \_\_\_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_\_\_ 1 intentional individual contact per
- \_\_\_\_\_ ROTC activity/bulletin board
- \_\_\_\_\_ Quadmate/Suitemate Appreciation  
Day activity
- \_\_\_\_\_ Building-wide program –  
concentration:
  - First year student issues (i.e., Time  
Management and Maturity)
  - Mental Health issues (Lab Topic)

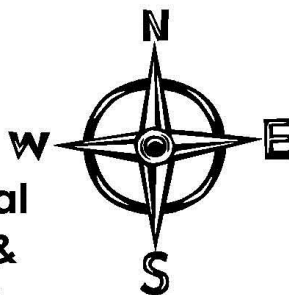
**Scholarship & Academic**

- \_\_\_\_\_ Facilitate Mentor Advising with ROTC
- \_\_\_\_\_ Invite faculty member to present in the ROTC
- \_\_\_\_\_ For Academic Initiative: 1 programs/activities related to your focus  
*(depending on your community, these 2 programs/activities may stay under the scholarship  
heading, or may move to N, W, or E!)*

**Programming for the  
ROTC Living Learning Community  
Fall Semester II – Remainder of Semester  
October 4—December 14, 2011**

## Navigating University Life

- \_\_\_\_ Post information about spring course registration
- \_\_\_\_ Fall Formal
- \_\_\_\_ Commissioning Ceremony
- \_\_\_\_ FTX
- \_\_\_\_ Awards Ceremony
- \_\_\_\_ Ranger Challenge
- \_\_\_\_ Attend a ROTC Hall of Heroes Tailgate and 75<sup>th</sup> Anniversary Celebration



### **World/Global Awareness & Diversity**

- \_\_\_\_ Bulletin board related to sustainability  
energy conservation/water conservation/  
global issues

### **Establishing/Enhancing Relationships**

- \_\_\_\_ ROTC activity/bulletin board
- \_\_\_\_ Hall of Heroes
- \_\_\_\_ Closing floor meeting

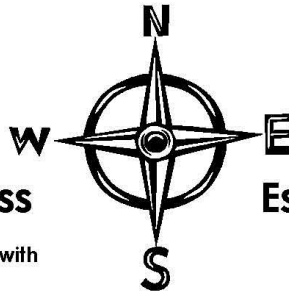
## Scholarship & Academic

- \_\_\_\_ 1 passive program on academic success/academic resources/Mentorship  
at ROTC
- \_\_\_\_ Invite faculty member to present in the ROTC – NOT MILITARY SCIENCE
- \_\_\_\_ Finals week Program (study break, late night breakfast, breakfast-2-go)
- \_\_\_\_ For Academic Initiative: 1 program/activity related to your focus  
(depending on your community, these 2 programs/activities may stay under the scholarship  
heading, or may move to N, W, or E!)

**Programming for the  
ROTC Living Learning Community  
Spring Semester I – Pre-Spring Break  
January 16—March 16, 2012**

**Navigating University Life**

- \_\_\_\_\_ Walkover to Acansa Dining or other location for meal or snack\*
- \_\_\_\_\_ ROTC meeting or activity
- \_\_\_\_\_ ROTC Spring IceBreaker
- \_\_\_\_\_ Safety & Security Week bulletin board & Fire Safety inspections
- \_\_\_\_\_ Post information and host program about XXXX Housing Portal



**World Awareness**

- \_\_\_\_\_ 1 building/area program with diversity/social justice/global/community service focus
- \_\_\_\_\_ 1 passive program with diversity focus  
*(People Awareness Week bulletin board!)*

**Establishing/Enhancing Relationships**

- \_\_\_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_\_\_ ROTC activity/bulletin Board
- \_\_\_\_\_ Military Dining Out Formal

**Scholarship & Academic**

- \_\_\_\_\_ Invite faculty member to present in the ROTC
- \_\_\_\_\_ ROTC meeting or activity – LAB
- \_\_\_\_\_ For Academic Initiative: 1 programs/activities related to your focus  
*(depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or E!)*

**Programming for the  
ROTC Living Learning Community  
Spring Semester II – Post-Spring Break  
March 26—May 9, 2012**

## Navigating University Life

- \_\_\_\_\_ Post information about summer/fall course registration
- \_\_\_\_\_ ROTC meeting or activity
- \_\_\_\_\_ Residence Hall Week Activity—April 3-9<sup>th</sup>
- \_\_\_\_\_ Commissioning Ceremony
- \_\_\_\_\_ FTX
- \_\_\_\_\_ Awards Ceremony



### World Awareness

- \_\_\_\_\_ 1 bulletin board with diversity/social justice/global/building community service focus

### Establishing/Enhancing Relationships

- \_\_\_\_\_ 1 floor program with community focus
- \_\_\_\_\_ ROTC activity/bulletin board
- \_\_\_\_\_ Closing floor meeting

## Scholarship & Academic

- \_\_\_\_\_ 1 passive program on academic success/academic resources
- \_\_\_\_\_ Invite faculty member to present in the ROTC
- \_\_\_\_\_ ROTC meeting or activity – LAB
- \_\_\_\_\_ Finals week Program (study break, late night walkover, breakfast-2-go)
- \_\_\_\_\_ For Academic Initiative: 1 program/activity related to your focus (LAB related)

6.14.2011

## **Compass Programming Model for STEM Den Living Learning Community—Pointing You Home**

The STEM Den Living Learning Community has their own programming model to meet the needs of a very specific student population—the STEM student. The Compass Model is designed to encourage participation in the four points of the compass—N=Navigating University Life; S=Scholarship & Academics; E=Establishing/Enhancing Relationships; and W=World/Global Awareness & Diversity. By participating in the four points, students will always “Be Pointed Home” and will create strong ties to the STEM Den as well as to the campus and community.

Each Compass Point consists of several program activities that STEM RAs will need to complete. In addition to Compass Points, the program model is divided into four time periods:

- The first six weeks of the fall semester (August 22 – October 3, 2011).
- The final 10 weeks of the fall semester (October 4 – December 14, 2011).
- Pre-Spring Break (January 16 – March 16, 2012).
- Post-Spring Break (March 26 – May 9, 2012).

Each time period has a list of required activities that meet specific developmental needs students have during that time period.

Execution of the programming model will be at the discretion of the Graduate Hall Director.

STEM RAs will complete a STEM Program Proposal prior to the program. The proposal must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program is appropriate and will either accept or deny the proposal. Denied proposals may be resubmitted with noted changes. All proposal forms will be created electronically and can be accessed in the In-Crowd Residence Life Group on MyCampus. Completed proposals should be emailed to the GHD. The GHD will email back suggested revisions or the approved form.

Following the event, the RA will complete a STEM Program Evaluation form. The evaluation must be filled out completely and submitted to the Graduate Hall Director in a timely manner. The GHD will determine if the program will be counted towards programming requirements. All evaluations will be created electronically and can be accessed in the In-Crowd Residence Life Group on MyCampus. Completed evaluations should be emailed to the Graduate Hall Director. The GHD in turn will complete his/her portion of the sheet and email back the final approved copy. The GHD will also submit a finalized copy of both the registration and the evaluation to the Area Coordinator.

The Graduate Hall Director will be responsible for maintaining a programming spreadsheet to ensure that all RAs are meeting programming guidelines. Monthly, the GHD should discuss programming objectives with individual Resident Assistants and review expectations and goals.

STEM RAs who do not meet programming requirements will be placed on probation the following semester, and may be given additional responsibilities as determined by the GHD.

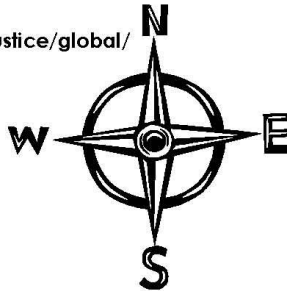
# Programming for the STEM Den Living Learning Community Fall Semester I – First Six Weeks August 22—October 3, 2011

## Navigating University Life

- \_\_\_ Walkover to Residence Life Welcome Dinner
- \_\_\_ Post information: campus activities, bus schedule, campus map, etc.
- \_\_\_ Safety & Security Week bulletin board & Fire Safety inspections
- \_\_\_ Promote Campus Resource Fair
- \_\_\_ Walkover to campus activity
- \_\_\_ Walkover to Acansa Dining or other location for meal or snack\*

## World/Global Awareness & Diversity

- \_\_\_ 1 bulletin board with resident diversity/social justice/global/community service focus



## Establishing/Enhancing Relationships

- \_\_\_ First Floor Meeting w/ Icebreaker
- \_\_\_ 1 intentional individual contact per
- \_\_\_ 1 floor program: community-building focus (Community Standards, teach & mentor)
- \_\_\_ STEM discipline activity/bulletin board
- \_\_\_ Quadmate/Suitemate Appreciation Day
- \_\_\_ **Building-wide program – concentration:**
  - **Mental Health issues; sex, drugs, alcohol**

## Scholarship & Academic

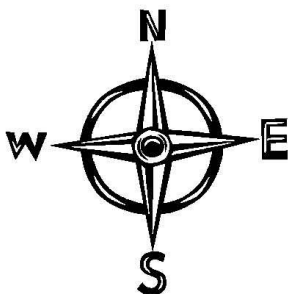
- \_\_\_ Promote study lounge usage among residents
- \_\_\_ Advising program within the hall (Kaylynn Glover as a contact)
- \_\_\_ Career Mentoring Session
- \_\_\_ Invite faculty member to present in the STEM Den
- \_\_\_ STEM discipline organization meeting or activity
- \_\_\_ **For Academic Initiative: 2 programs/activities related to your focus**  
(depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or EI)



**Programming for the  
STEM Den Living Learning Community  
Fall Semester II – Remainder of Semester  
October 4—December 14, 2011**

## Navigating University Life

- \_\_\_ Walkover to a campus activity
- \_\_\_ Program on "Course Selection for Career Success"
- \_\_\_ Program about spring course registration (*appropriate for your population!*)
- \_\_\_ STEM discipline organization meeting or activity
- \_\_\_ **Building/Area program** – concentration:
  - University opportunity - study abroad, leadership, etc.



### World/Global Awareness & Diversity

- \_\_\_ Walkover to campus focus program/activity

**OR**

- \_\_\_ Bulletin board related to sustainability energy conservation/water conservation/global issues

### Establishing/Enhancing Relationships

- \_\_\_ STEM discipline activity/bulletin board
- \_\_\_ 1 floor program w/community building
- \_\_\_ Mid-semester check-in w/ each Resident
- \_\_\_ 1 identity development program-passive or active
- \_\_\_ Resident Appreciation Day activity,
- \_\_\_ Closing floor meeting

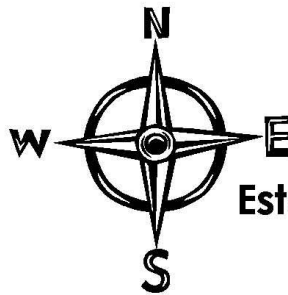
## Scholarship & Academic

- \_\_\_ 1 passive program on academic success/academic resources
- \_\_\_ Invite faculty member to present in the STEM Den
- \_\_\_ STEM discipline organization meeting or activity
- \_\_\_ Finals week Program (study break, late night walkover, breakfast-2-go)
- \_\_\_ **1 building/area program on academic success**  
(*focus: time management and study skills*)
- \_\_\_ **For Academic Initiative: 2 programs/activities related to your focus**  
(*depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or E!*)

**Programming for the  
STEM Den Living Learning Community  
Spring Semester I – Pre-Spring Break  
January 16—March 16, 2012**

**Navigating University Life**

- \_\_\_\_\_ Walkover to Acansa Dining or other location for meal or snack\*
- \_\_\_\_\_ STEM discipline organization meeting or activity
- \_\_\_\_\_ Active or passive program about on and off campus living for 2011-2012
- \_\_\_\_\_ Safety & Security Week bulletin board & Fire Safety inspections



**World/Global  
Awareness &  
Diversity**

- \_\_\_\_\_ 1 building/area program with diversity/social justice/global/community service focus
- \_\_\_\_\_ 1 passive program with diversity focus  
*(People Awareness Week bulletin board!)*

**Establishing/Enhancing  
Relationships**

- \_\_\_\_\_ First Floor Meeting w/Community Standards
- \_\_\_\_\_ 1 intentional individual contact w/ each resident
- \_\_\_\_\_ 1 Developmental Program
- \_\_\_\_\_ STEM discipline activity/bulletin board

**Scholarship & Academic**

- \_\_\_\_\_ Invite faculty member to present in the STEM Den
- \_\_\_\_\_ STEM discipline organization meeting or activity
- \_\_\_\_\_ **1 building/area program on academic success/resources**  
*(i.e., choosing a major, time management, study skills, etc.)*
- \_\_\_\_\_ **For Academic Initiative: 2 programs/activities related to your focus**  
*(Example - Bracketology)*

**Programming for the  
STEM Living Learning Community  
Spring Semester II – Post-Spring Break  
March 26—May 9, 2012**

## Navigating University Life

- \_\_\_\_\_ Post information about summer housing options/sign up
- \_\_\_\_\_ STEM discipline organization meeting or activity
- \_\_\_\_\_ Residence Hall Week Activity—April 3-9<sup>th</sup>



### World/Global Awareness & Diversity

- \_\_\_\_\_ 1 bulletin board with  
diversity/social justice/global/  
building community service focus
- \_\_\_\_\_ activity/bulletin
- \_\_\_\_\_ resident

### Establishing/Enhancing Relationships

- \_\_\_\_\_ 1 floor program with community  
focus
- \_\_\_\_\_ STEM discipline organization  
board
- \_\_\_\_\_ Mid-semester check-in w/ each
- \_\_\_\_\_ Closing floor meeting

## Scholarship & Academic

- \_\_\_\_\_ 1 passive program on academic success/academic resources
- \_\_\_\_\_ Invite faculty member to present in the STEM Den
- \_\_\_\_\_ STEM discipline organization meeting or activity
- \_\_\_\_\_ Finals week Program (study break, late night walkover, breakfast-2-go)
- \_\_\_\_\_ **For Academic Initiative: 1 program/activity related to your focus**  
(depending on your community, these 2 programs/activities may stay under the scholarship heading, or may move to N, W, or E)

6/14/11

Chapter 5:  
community and  
programming

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# Community

*“A community’s effectiveness and success are based, in part, on its ability to listen and respond to those who are unable to speak, or whose voices are drowned out by the more aggressive, self-assured members of the community. In order to do that, the community must acknowledge that the voiceless exist, must make a commitment to seek out these individuals into a dialogue that addresses their needs” (Roger, Anchors, and Associates 1993, p. 465)*

## ***What is a Community?***

A community is the place where people feel that they belong, fit in, are cared for, and a place where they feel important.

Community emerges when a group of people:

- participate in common practices
- depend on one another
- make decisions together
- identify themselves as part of something larger than the sum of their individual relationships
- commit themselves for the long term to their own, to one another's, and to the group's well-being

## ***What are Community Standards and Why do They Exist?***

Community standards are guidelines by which all members of that community agree to live. There are general community standards in residence at [REDACTED], which have been designed to support the following principles and values of the university:

[REDACTED] is dedicated to the advancement of learning and the dissemination of knowledge; the intellectual, social, moral and physical development of its members; and the betterment of society. These overall goals commit us to three central values:

1. The development of all members of this university community, which implies and affirms the dignity, worth and autonomy of the individual.
2. A focus on learning and knowledge, which upholds the fundamental importance of reasoned debate and inquiry in all of this university's academic and service units.
3. Societal enhancement, which extends the commitment to individual development beyond the walls of the institution to the ideal service to the broader community.

It is these principles and values on which residence rules are based. They exist in order to define and protect community standards in our residence community.

### ***What do we have in place to Support Community Standards?***

All staff that work in residence should have as their primary goal to help to create a living/learning environment which fully supports the principles and values mentioned earlier. On-duty is one way that we try to ensure that all members of our community have access to help at any time they need it. On-duty is not designed to be a patrol for people doing things wrong, but rather as a resource for people to use should they not be able to handle a situation themselves, or if they just need someone to talk to!

Enforcement of residence rules, however, is a reality and is one way that we can ensure that community standards are maintained. It is important to recognize that any member of the community can challenge any other member of the community if they are acting in contradiction to the community standards. Enforcement of the rules by staff is an action that often speaks for those who are not comfortable speaking for themselves.

**Each individual must have an investment into the maintenance of his or her own community.**

Every member of a community is collectively responsible for the success of that community - they are also responsible for realizing that their personal definition of success may not be the same as someone else's. An agreement by all members of the community to abide by community standards allows for a common ground to exist, and it also allows individuals to challenge each other about the appropriateness of their behaviour.

### ***Respect for Each Other and The Community***

A successful community is one where there is mutual respect for each other and the community as a whole. Respect for each other includes the realization that while one may wish to be loud until 3:00 am there are other members of their community who would like to sleep, and then coming to the conclusion that they should choose not to be noisy so as not to disturb them, rather than only quieting down if they get "caught" by a staff member.

### ***The Six I's of Community***

**Introduction** - students must be introduced to the physical setting, policies, and practices of their new environment. It is important that students be oriented to the norms, values and rules of the community.

**Interaction** - students need the opportunity for interaction with one another, so that they may be exposed to different people and experiences, and learn from those differences.

**Involvement** - true communities encourage, *expect*, and reward member involvement. Students need to feel involved in their own community, so that their community is one that evolves into students naturally helping one another with personal and academic problems (also engaging in the maintenance of community standards).

**Influence** - communities are more successful when they allow members to have influence in with regard to their physical and social environments. While many rules are non-negotiable (i.e. quiet hours), there are ways that students can have collective control within their community -what social activities they



wish to participate in/organize; how they want to manage recycling; what TV shows are watched and where, etc.

**Investment** - naturally flows from involvement and influence. When students have a high investment in their community, they care about one another and their group. Boundaries with respect to other groups are clear, and group or institutional property is guarded rather than damaged. People start taking responsibility for themselves and the need for open, honest and assertive communication with one another, rather than expecting that the staff are the only ones responsible.

**Identity** - when students are able to relate to a floor identity, they tend to refer to themselves in collective terms, like we and us, rather than I and they. Emphasis begins to be put on common purposes and unity.

### ***Talking to the Community***

Why is dialogue important among members of a community? To begin with, community is the place where people feel that they belong, fit in, are cared for, and a place where they feel important. In addition to being a place where people fit in, community ideally should be a place where it is acceptable to disagree or conflict. Lappe and DuBois cite the art of "Creative Conflict", or dialogue, as a means of demonstrating diverse perspectives, uncovering interests in a group, and building group confidence. They advocate dialogue that creates an environment "safe" for difference. To create such an environment, it is necessary to ease the fears of community members surrounding dialogue and conflict. Such fears might include embarrassment, ignorance, and ridicule.

How to create an environment "safe" for difference;

- agree to leave labels at the door
- agree to disagree, then explore common ground
- keep focus on the present - and on solutions
- support restrained expressions of anger
- be prepared to speak your mind make no permanent enemies
- finally, remember that no community can deal effectively with an issue unless it is acknowledged

### ***Community Rituals***

The idea of rituals is grounded in giving some form of identity or common purpose to the community. Rituals are staged, public, and stylized versions of how things should be and beliefs about how things are that eloquently describe and shape cultural patterns. Although the possibilities for expression are endless, similarly patterns are repeated over time and become part of, as well as reflect, a group's history. These patterns teach cooperation, the importance of tradition, social relations, and solidarity, tasks and goals of the group, and the place of authority. Rituals make statements about the quality of life within the community, and set standards against which people are asked to compare and modify their behaviour, values, activities, and relationships.

### ***Community Building – The Before and After***

So, you think that community building starts after the students get here??? Think again. In order for the students to feel at home you'll need to do some behind the scenes work to begin making your area a

welcoming place where people can begin to foster lasting connections. Community also involves the physical setting of the building - you know, the things you do to make it "homey". Below are some suggestions for you to consider:

*Before the Students Arrive:*

- a. Post the names of staff members and the Residence Manager in the building with a brief explanation of what each does and where they can be located. Include your housekeeper (Physical Resources Staff) so that students can begin to put faces to names.
- b. Identify the facilities and equipment in the area with proper signage (lounges, study rooms, garbage room, bike room, male/female washroom, sports equipment, etc.)
- c. Place names on doors of residents - first names or nicknames only.
- d. Place a map in the common area for people to mark where they came from.
- e. Post University information in common areas (phone numbers, contact people, services)
- f. Identify a place where Hall Council and Residence Life Staff can advertise upcoming events and programs.
- g. Post a "Who to Call if" sheet in section and in hall. Include police, fire, ambulance, the number of your residence desk and the nearest 24 hour desk.
- h. Put a sign on your door that will tell where you are and who is on duty in the hall. Leave a pad for messages and notes.
- i. Post signs inviting students to your first meeting.
- j. Make your living area a pleasant place by decorating with posters and creating a "homey" environment in the lounges.
- k. Complete all room stuffing and make sure that all pertinent information gets placed in each room.
- l. GET SOME SLEEP!!!

*When the Students Arrive:*

- a. Meet residents as they arrive. Start to create connections and begin to establish "community" between you and them.
- b. Greet their parents. Help them at the front desk with their check in.
- c. Provide for interaction among section members; introduce people to one another as they move in.

- d. Invite residents into your room for a coke, popcorn, etc. Or just leave the door open when you're there.
- e. Plan activities (social, recreational, academic, informational) for section and hall members that will enhance their getting to know one another.
- f. Model the "community" behaviour you would like to see in residents - cooperation, sharing, assisting others, respect for others, etc.

*After the Students Arrive:*

- a. If you have one, work with the Peer Helper.
- b. Begin to facilitate community contracts and develop mutual expectations.
- c. Facilitate a needs assessment to find out what programming events your section will support.
- d. Monitor the community and keep residents informed of any changes to the community contract. If the group is not abiding by the set regulations, bring them together again and facilitate a discussion to solve the problems.
- e. Use bulletin boards to advertise events and regulations. Keep all bulletin boards current and neat. Take down any out-dated posters or advertisements.
- f. Set up a buddy system for students who are in the same program or who share common interests.
- g. Check in with the residents that you have not seen in a while to make sure that they are adjusting to their new surroundings.
- h. Do not turn a blind eye to issues. Role model and promote positive behaviour.
- i. Consult your RM for assistance whenever necessary.
- j. Be consistent.

## Programming

*"Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible."*  
- St. Francis of Assisi

As █████ Residence staff, you have been selected to fulfill a very important job on this campus - to facilitate the development of residence communities and to create enjoyable recreational, educational, cultural, and social opportunities for the residents of these communities. You have the ability to make residence life a wonderful experience for █████ students. As a rez staff member, you perform a variety of "support" roles, which make you a key person in Residence. Giving information, peer listening and making appropriate referrals, upholding the residence regulations and rules, and representing student opinion are all important aspects of your job. Another important part of your job is to help the RLCs to implement these programs.

The Residence Office believes that a great deal of learning takes place outside of the classroom, and that Residence Life has a definite educational contribution to make to a student's experience. The residences provide a unique environment for students to be challenged and supported in a quest for personal growth. And that is where you come in ... as part of your job requirement, you are expected to help with all aspects of residence programs. Finally, you are expected to assist the Residence Office, Residence Councils, and individual residents in promoting positive programs and activities, when called upon.

Here's your opportunity to dabble and experiment in different fields of interest, directed by student need and your own desire to learn and grow. An important part of your job? Yes! And the most rewarding one, if you know what you are doing....

### ***Why Program?***

One of the most productive ways to establish and foster community and citizen development is through programming. Whether it's social, developmental, active or passive, programming creates a connection between you and the diverse people in your community. Programming not only helps guide residents through time in your community, it makes their living area more than just a place to eat, sleep and study.

The goal of the Residence Office is to make residence a place where students can prepare for life after X.

As a member of the Residence Life Staff, you will have a general understanding of the different issues your residents will be facing. With this knowledge, and the numerous resources available to you, you will be able to provide opportunities for your students to learn and grow in the areas that will affect them the most (e.g. study skills, diversity, alcohol consumption, job hunting, sexual health, etc.).

Programming benefits the residents of your community by:

- Assisting them in the different challenges they will encounter, such as the transition from high school to university, adjusting to a new community – both at X and in Antigonish, adapting to a new educational system, developing the skills to be able to live independently, etc.
- Making them aware of the different services and resources that are available to them, both on- and off-campus.
- Helping them to broaden their horizons and allowing them to experience new things

- Opening their minds to new ideas, thoughts, and opinions.

*“Organized programs give residents a chance to socialize and meet new people; to have new experiences; learn new things and skills they wouldn’t normally learn in class; grow personally; and have fun.” (U.B.C. Advisor’s Guide to Residence Programming)*

Beyond the numerous opportunities it provides the students in your community, programming can also benefit you, both as a Residence Life Staff member and as an individual, by:

- Broadening your way of thinking and helping you to identify with the residents in your community and the challenges they are experiencing
- Bringing attention to inappropriate behaviour that is taking place in your community (e.g. vandalism, harassment, etc.)
- Helping you to feel more comfortable and confident in your role as a RA.
- Putting you in a different light with the students in your community. You will be seen as something other than an authority figure and this can help you to earn their respect and trust.
- Providing you with organizational skills that will help you later in life.

For all these positive reasons and more, programming is a valuable and important part of your position. By planning and implementing programs in your residence, you can contribute to a student’s overall educational experience at [REDACTED], while experiencing personal growth and enjoyment.

### ***Building Community By Programming***

*What is programming?*

A simple but sufficient definition of residence programming is “the creating, planning, financing, and administering of activities in an effort to build an attitude of community involvement and responsibility in residence”.

*What are the goals of programming?*

The four basic programming goals in residence are:

1. to develop a community
2. to educate, to learn, to grow
3. to involve students in their own learning
4. to provide an outlet for release of emotions and energy

A spirit of community comes about when a group of people work, learn, or play together in an arena of respect and trust for one and another, with an understanding of personal differences. The community between the residents begins to develop when they meet each other and get to know and understand each other. It then continues to develop as they share common experiences. By programming in residence we create the opportunity for residents to learn, problem-solve, relax, and have fun with each other.

Residence Life Staff should seek to educate themselves and residents by planning a variety of personal development and skill-oriented programs.

Residents will learn from each other when they are given the opportunity to discuss topics such as values, sexuality, careers, lifestyles, and interpersonal relationships. By encouraging students to get involved and plan activities, or speak out at programs, or join in discussion groups, you are involving students in their own learning.

Being a university student is stressful! And maturing and developing as an adult is anxiety ridden! We will be programming for people going through both of these experiences at the same time. Sports, dancing, camping, hiking, arts & crafts, and singing are all activities that help students release tension and stress. The fun and excitement of attending a program helps students to escape from the pressures of their daily life and provide a legitimate time for them to revive themselves.

Strive to provide your residents with a variety of programs. Help the community you are programming for to be diverse in their interests and excited about the opportunity to grow in new ways.

Programming is only one of the many effective ways of meeting developmental needs and encouraging personal growth and academic success -- but if it's well done, it can have a dynamic impact. Programming is a skill, one that we can all be good at if enough time and energy is dedicated to trying to achieve the best programs possible.

### ***Types of Programs***

#### *Social vs. Developmental Programs*

Developmental programs focus on educating residents about the different issues they may face throughout university and life in general. These issues range anywhere from time management and exam writing to sexual health and diversity. Developmental programs concentrate on creating a learning atmosphere outside of the classroom by teaching subjects that do not normally appear in a resident's curriculum.

Developmental programs deal with relevant issues and introduce the resident to the different services and resources available to them, both on and off campus. They promote diversity and the expansion of individual thoughts and opinions. Overall, the goal of a developmental program is to provide students with the tools necessary to become healthy and productive members of the community.

Social programs are designed to help create a sense of community within a floor or a building. They have intrinsic value, such as stress relief, and provide opportunities for group interaction and fun.

Social programs create opportunities for the floor to bond and new relationships to form. These connections lead to an expansion of resources, such as study groups, house-mates for the years beyond residence, etc. As a RA, you can also foster potential mentor-mentored relationships with your community and encourage involvement in House Council, the Students' Union and other leadership opportunities both on- and off-campus.

#### *Active vs. Passive Programming*

The most popular type of programming is an organized group activity (e.g. attending a seminar on Rhythmic, going to the gym to play basketball, etc.). These types of programs are considered *active*

*programs*, as they involve the entire community at the same time and location. They typically involve group participation and can take place at a venue on- or off-campus.

However, as a student yourself, you know that there are times in the year when availability and enthusiasm are scarce. This can prove very challenging for organizing events, but it's at these times, when stress levels are high, that active programming is needed the most.

Passive programming achieves the same results of an active program, however, the students have more flexibility as to when they choose to take part in the activity. This could include poster campaigns, promoting responsible drinking, a pamphlet about proper resume writing, a floor newsletter with interesting facts about Antigonish, or a section on a display board featuring the "Quote of the Day." The students have useful information before them that they can read at their leisure.

*The benefits of active programming are:*

- They provide opportunities for group involvement where floor members, who may otherwise have very little contact with each other, can intermingle.
- They allow for more elaborate and interactive sessions, and have the potential to reach more residents
- Paying for a guest speaker to come in is more justifiable if they will reach twenty-five residents instead of a handful.

The challenges to active programming are:

- Finding the time to put on a presentation or activity. The more people involved means more schedules that need to be accommodated.
- Seminar burn-out. Residents spend 20+ hours each week in class, so the activity must be appealing.

The benefits of passive programming are:

- It's a smaller time commitment. The students all receive the same information, but they can read it at their leisure.
- Organization is much easier. The only schedules that need to be met are those in charge of the activity.
- The costs are typically lower. Instead of spending money on transportation, food, speakers, etc., you are paying for printing costs. And by involving students on your floor who may be interested in desktop publishing, you can lower the costs even further.

The challenges to passive programs are:

- Paper burn-out. Students spend many hours reading textbooks and pamphlets in school, so the risk of a hand-out being ignored is high.
- Lack of immediate feedback. During a presentation, you can watch the crowd and see how they are reacting to a speaker. But with a hand-out, you have to make a stronger effort to evaluate the program's effectiveness.

Keep these different program types in mind and offer a mix of them throughout the year. Instead of bringing guest speakers in on a regular basis, why not try a poster campaign for a specific topic? Instead of always doing social events as a big group, consider doing an activity like “Gotcha” or “Secret Friends.” Combine a social and developmental program into one, and distribute a monthly floor newsletter, filled with jokes, a calendar of events, important phone numbers, etc. You will find that certain areas of the wellness wheel lend themselves to certain types of programming, and that’s okay. Just remember to mix it up and have fun!

### ***Our Programming Model: The Wellness Wheel***

The Wellness Wheel is a model that focuses on the student’s development and many different areas of personal and community wellness. The focus is on maintaining a healthy balance – all dimensions of our lives and our community need attention. If we invest too much of our energy in one or two of these dimensions, the others will suffer, resulting in decreases in our overall well-being. All dimensions relate to and affect each other. The Wellness model possesses the ability to help you develop an extremely strong community from both carefully planned programs and intense interactions with each individual.

Wellness is generally defined as living a healthy lifestyle. Wellness is about balance, variety, pleasure, living in the moment, and about connecting the mind, body and spirit. Some different definitions of wellness include:

- Wellness as a process – a developing awareness that there is no end point, but that health and happiness are possible in each moment, here and now (Travis, J.W. & Ryan, R.S., *The Wellness Workbook*)
- Wellness as an active process of becoming aware of and making choices toward a more successful existence (National Wellness Institute)
- Wellness as a holistic concept – it is looking at the whole person, not just their physical health – it involves physical, social, emotional, occupational, spiritual, and intellectual dimensions.

According to Don Ardell (<http://www.yourhealth.com>), “The research suggests that the weldest of the well possess the following qualities to an uncommon degree:

- ✓ high self esteem and a positive outlook;
- ✓ foundation philosophy and a sense of purpose;
- ✓ a strong sense of personal responsibility;
- ✓ a good sense of humour and plenty of fun in life;
- ✓ a concern for others and a respect for the environment;
- ✓ a conscious commitment to personal excellence;
- ✓ a sense of balance and an integrated lifestyle;
- ✓ freedom from addictive behaviours of a negative or health-inhibiting nature;
- ✓ a capacity to cope with whatever life presents and to continue to learn;
- ✓ grounded in reality;
- ✓ highly conditioned and physically fit;
- ✓ a capacity to love and an ability to nurture;
- ✓ and a capacity to manage life demands and communicate effectively.

### *Assumptions and Guiding Principles of the Wellness Model*

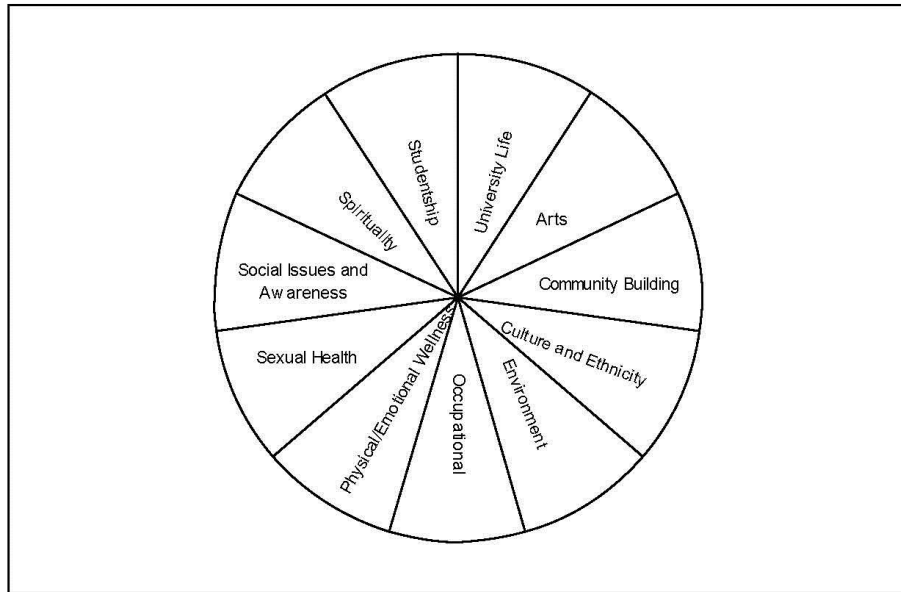
1. The well-being of every individual within a community influences the well-being of the community (and vice-versa)



2. Within a community, individual and community well-being is maintained and advanced through a combination of individual self-regulation and cooperation between individuals.
3. Individuals and communities tend to seek balance between (a) maintaining the current level of functioning and (b) pursuing further development.
4. The safer and more supported an individual feels within a community, the more likely s/he will develop higher levels of wellness
5. Healthy patterns develop in increments, rather than all at once.

*The Wellness Wheel shows how the different dimensions work together. Like a bike wheel, if all of the spokes or dimensions are functioning at optimal levels, the wheel rolls along smoothly. If however, one of the spokes or dimensions becomes weak or if the tire loses air, the wheel will run off course.*

*The Wellness Wheel*



Wellness is about maximizing an individual's potential. Remember that wellness is the state of optimal well-being. The following definitions will help you understand the different areas of the Wellness Wheel.

*Arts:*

This portion of the Programming Wheel is designed to enhance students' awareness and appreciation for the Arts. Its aim is to increase students' aesthetic appreciation and maturity for the Arts. Programming in this area can be done in a variety of mediums including, music, film, fine art, (painting, sculpture, craft, designing, etc), dance, literature, drama/theatre poetry and more.

#### *Community Building:*

The purpose of the community building section is to provide your section with the opportunity to be involved with their community in a social atmosphere. Through this social programming, students will have a chance to develop their own identity within the community and to feel comfortable, learning to respect and value the entire community. Most of all, this section provides your resident's the opportunity to have FUN!!!

#### *Culture/Ethnicity:*

This spoke of the wheel covers the following areas: diversity, learning about different cultures, raising awareness of different traditions, build on similarities, religion, values, world issues.

#### *Environmental:*

The purpose of the environmental section of the programming wheel is to give students the opportunity to explore environmental issues. Environmental issues are a growing concern today and can be explored in many different facets. Ecology issues, recycling, animal rights with regard to habitat, treatment, or confinement, the research that is currently underway on campus, conservation, chemicals and their use in the environment and how individuals spirituality can be linked to the environment.

#### *Occupational:*

This area of the programming wheel involves career exploration and continuing education. Its main purpose is to raise awareness about the services offered to students in the area of career and lifestyle services in the community. Occupational programming also includes volunteer work and various assessment tools including, but not limited to, Myers-Briggs, True Colours, etc.

#### *Physical/Emotional Health and Wellness:*

This area of the wheel is designed to help students maintain healthy living during their University career. Its focus is to promote personal health and wellness.

#### *Sexual Health:*

The purpose of this type of programming is to educate students on the importance of practicing health, consensual and safer sex and developing their sexual identity. The goal is to make students aware of the resources on campus that directly relate to sexuality and sexual health.

#### *Social Issues and Awareness:*

The purpose of this type of programming is to provide students with the opportunity to learn about the diverse population in which they live in residence and in society at large. The goal is to educate people to move beyond tolerance to celebrating those who are different from them in such aspects as race, colour, creed, ability, sexual orientation, age, and ethnicity.

### *Spirituality*

This area is designed to help students move beyond religious spirituality and discover more about their personal spirit. The world spirituality has many connotations and we encourage you to explore them all through programming in this area. The goal of this area is to expose students to new ideas regarding the spiritual world and expand on their definition of spiritual and spirituality.

### *Studentship*

This aspect of wellness includes factors involved a student's academic success. Listed below are some of the programs and resources that students may access to enhance their learning and study strategies.

### *University Life*

Programming in this topic area involves student leadership and involvement. The purpose of this programming area is to open the doors of the University to the students and expose them to involvement opportunities that are academically related as well as those that are co-curricular. The goal of this area of programming is to provide students with the opportunity to make a contribution to the betterment of University Life.

## ***Requirements and Responsibilities***

1. As Residence Life Staff, you are to be actively involved in the organization of programs. Programming points will be allocated based on involvement in the developmental process and scale for each program organized. Residence Life Staff must earn a **minimum of 12 points per term**. You may only accumulate **up to 6 points per dimension** of the Wellness Wheel. A description of the points system is below.
2. You will suggest the number of points you feel your program deserves, however actual program points will be assigned by your Residence Life Coordinator based on your Program Worksheet, and consultation.
3. Residence Life Staff programming must not involve alcohol as a focus of the event. Alcohol may be consumed during the activity (e.g. if the floor goes bowling or to a restaurant for dinner and some of the residents order alcohol). The use of programming monies for the purchase of alcohol, trips to bars, beer factories, wineries, keg parties, etc. are not permitted. Any questions regarding this policy should be directed to your RLC prior to the event.
4. All students must be eligible to participate in the program. This includes, but is not limited to, age restrictions, physical limitations, cultural beliefs, financial situations, etc.
5. All programs shall be approved by your RLC prior to the event taking place if the event is for more than a floor (eg. House/hall event). A program worksheet must be filled in for all programs.

## ***The Points System***

The goal of the point system is to assist you in achieving more quality programs. When you are more active in the creation and presentation of high-caliber programs, you will experience more personal growth and will receive the credit which you deserve.

### *1-2 Points*

These programs are usually community development oriented. These programs usually involve minimal planning. They tend to be both social and developmental programs. These programs usually involve a few students to your whole floor.

Examples: bulletin boards; bathroom stall jokes; floor dinners; movie nights; intramurals; attending varsity sports; pizza party; brainteasers; organize secret buddies; survivor parties; ice skating at the rink; etc.

### *3-4 Points*

These programs usually have a developmental component, or expose residents to new or different experiences/ideas. These programs require prior organization to ensure programs run smoothly. These programs usually involve your entire community (floor) – it might involve the entire house.

Examples: talent show; potluck dinner; resume workshop; course selection assistance with profs; pajama party; massage therapy; sex tac toe; air band competition; photo scavenger hunt; etc.

### *5-6 Points*

These programs usually involve a team effort. These programs definitely require advance planning and may use other departments or community services to help complete the program. These programs often require financial assistance from the Residence Office. These programs involve the whole house to the entire campus community.

Examples: paintball; skiing; fundraising campaign; wellness week; casino night; human rights awareness; alcohol awareness week; international dinner; self-defense course; camping trip; pool tournament; meet the president night; etc.

**You have a responsibility to your community, your fellow RAs and the Residence Office to fulfill all of your programming obligations at an acceptable level.**

**If at any point you are running into difficulties, talk to your RLC and they'll be more than happy to assist you.**

## ***The Process***

*“Visualize this thing that you want. See it, feel it, believe in it. Make your mental blueprint and begin to build!”*

*- Robert Collier (writer)*

### *Step 1: The Idea*

The first step in creating a successful program is identifying an appropriate topic. There are many resources available to assist you with this process, including (but not limited to): other Residence Life Staff (RAs, RLCs), a variety of services on campus (e.g. counseling services, placement office, Coady Institute, health services, etc.), and different services off campus (e.g. Naomi Society, Addiction Services, Town of Antigonish, etc.), and don't forget about ideas from your community!

No matter what tool you use to develop an idea, the most important thing to remember is keeping the interests of your floor, your building, and your community in mind. In order for an event to be a complete success, you need to make it relevant to those who will be attending. You have a general understanding of what issues a student will face while in University, but you should always ask the residents what they would like to learn about.

Gathering information from your community can be done in a number of different ways. It can be done formally with a questionnaire, a suggestion box or a brainstorming session. It can also be done informally by tossing out questions during a floor meeting, while watching a t.v. show in a lounge or keeping an eye out on the mood of the floor (e.g. if a number of your students are starting to get stressed out about exams, you may consider hosting a seminar on time management or study skills). You'll be surprised by how many innovative ideas and suggestions they will give to you.

If your students see you taking their ideas seriously and making an effort to implement them, they'll be very enthusiastic and more likely to attend. Getting you residents to help organize community events will give them a feeling of ownership and will benefit them in ways beyond that of just attending the session (e.g. the development of citizenship).

#### *Step 2: Setting Goals*

Once you've come up with the topic of your program, you need to set some goals. Ask yourself questions based on what you plan on doing vs. what you want to achieve. What is the focus of the program? What do you want the residents to gain from it? Where can you find the appropriate resources to make it successful? Which components of the Wellness Wheel apply?

Make sure that you, your organizational team and any guest speakers are all on the same wave-length and that they understand what you, as a Residence Life Staff member, want to achieve from the program.

#### *Step 3: Making the Commitment*

After you've set your goals, it's time to start finalizing some of the more important aspects, such as choosing a date and time, finding a location if necessary, booking any guest speakers, talking it over with your RLC, etc.

When choosing a date and time, make sure you're aware of any potential conflicts that may be in your community's schedule. Some nights of the week are very difficult to host a successful event because of night classes, promotions being held at/on campus venues, or a popular t.v. show. Other things to keep in mind are mid-terms, major projects/papers or a big sports event (e.g. Superbowl).

When choosing a location, you must decide as to whether it will be an on-campus or off-campus event. You must also consider the issue of accessibility. The location where you hold your event should be within easy reach of your group – this is especially important if you have any residents with physical disabilities. If you decide to hold your event off-campus, try and make it as easy to get to as possible (e.g. within walking distance).

If you decide to bring in an outside speaker, make sure you meet with the presenter(s) as early as possible to discuss the logistics of your program. As stated earlier, outline your goals and objectives so they understand what you are looking for and what you want to achieve. Find out what your speaker requires in the way of Audio-Visual equipment (e.g. t.v./VCR, over-head projectors, etc.) and campus information (e.g. directions, a copy of the Rights and Responsibilities of a Resident, etc.). Make sure the location you have chosen will work for them (e.g. appropriate size, enough electrical outlets to meet demand, etc.).

**Note:** If you are having difficulties booking rooms or equipment, contact you RLC in advance for assistance.

#### *Step 4: Advertising*

Advertising is one of the most important parts of any successful program. It gets your residents informed. It gets your residents excited. It gets your residents to events.

There are a couple of important things you need to keep in mind as you embark on your advertising campaign. First, how are you going to publicize the activity to your residents? Be creative and try a variety of approaches. You'll find that residence is a favourite advertising spot for every service and club on campus, and by mid-October, most of your residents will be suffering from "poster burn-out." So if you want them to pay attention to your notices, you're going to need to try something different and creative. For publicity ideas, see the section below: "Publicity Tips for Programming."

Secondly, keep timing in mind. If you let your audience know about the event too early, they'll forget about it by the time it rolls around. But if you wait until it's too late, they'll already have made other plans and won't be able to attend. A pretty reliable start date is 7-10 days prior to the event. Start off with a teaser campaign that gives information regarding the session. A couple of days later, follow-up with the nuts and bolts of the event (e.g. date, time, location, costs, etc.). Finally, two or three days before the event, go on an advertising blitz using a variety of techniques and get the energy and excitement flowing. The day of the event, send a voice mail reminder in the morning to jolt their memories.

*"In advertising a Sexuality and Contraception program, and Advisor [at U.B.C.] posted a number of 'frank questions' in the bathroom about one and a half weeks before the program. Then about a week before the program, she posted a few new questions with a short blurb about the upcoming program. Finally, a few days before the session, the Advisor advertised the date, time and place on a simple but neat flyer. By the evening of the program, the students' curiosity had peaked and they were sufficiently interested in the subject to attend the session." (U.B.C. Advisor's Guide to Residence Programming.)*

As stated in "Step 1: The Idea," one of the most effective ways to advertise is to get the students involved in the process. Giving them a feeling of ownership will get them talking about the program to their community-mates, which will in turn get them interested when they see that it's not just a RA event.

### *Step 5: The Program*

On the day of the program, sit down and review your list of tasks and goals.

- ✓ Contact your guest speaker and make sure they are aware of the time and location. Re-confirm that you have all the equipment requested and arrange a place to meet before the session takes place.
- ✓ Go to the area where the program is being held and verify that all the A/V equipment is working properly.
- ✓ Put up a sign informing people that the room is going to be used for a program, specifying the date and time. This will prevent any conflicts with people wanting to use it when you are.
- ✓ Once you're confident that everything is in working order, thank the residents for attending, introduce your speaker, sit back and enjoy.
- ✓ While the event is taking place, be aware of what's going on around you. Does the audience seem interested? Is the speaker holding their attention? Is what the speaker's talking about what you were hoping for? Is it achieving your goals? What worked well? What areas need improvement?

### *Step 6: Reviewing the Event*

Once the event is over and everything has been cleaned up and taken care of, take some time to evaluate the session. *You must complete your program worksheet and submit it to your RLC within one week's time of the program's completion.*

The evaluation process is very important for a number of reasons:

- It will assist your colleagues in their own programming endeavours, by giving them hints and suggestions on what to do and not to do.
- It gives your RLC an indication of how your floor is doing and it demonstrates your own personal growth as a RA.
- It gives you a chance to reflect on your work. You can think about the areas that you want to improve, but you should also give yourself credit for initiating a good program.

In your evaluation, think about the goals that you set during the planning stages. Did it achieve what you hoped it would? Why or why not? Consider what you noticed during that actual presentation. Write down your thoughts and observations.

Another effective evaluation tool is to speak to the residents in your community, both formally and informally. Pass out an evaluation at the end of the session, or speak to them in small groups later that evening or the next day. Integrate their thoughts and suggestions into your program evaluation.

### ***Publicity Tips for Programming***

1. Attend Hall Council Meetings/Staff Meetings to announce your program and provide information about it. Contact the Residence Life Coordinator or House President ahead of time to be placed on the agenda. Take copies of posters if you have them. The one-on-one contact is time consuming but very productive.
2. Do THEME programming with other people and develop a logo that gives your publicity more visibility and continuity.
3. BALLOONS & BANNERS are eye catching - check postering policy!
4. Distribute flyers in high traffic areas. Be sure to have permission from appropriate people.
5. Outdoor SIDEWALK CHALK POSTERS on main routes to class and dining halls have high visibility and wash off easily with a bucket of water.
6. Use DIFFERENT SHAPES & BRIGHT COLOURS for posters to attract attention.
7. Use Bulletin boards and display cases to advertise programs.
8. Use a FLIP CHART by the cafeteria to list the date, time and location of your program.
9. Use TABLE TENTS in the cafeteria. Please ask the dining hall manager ahead of time.
10. Send PERSONALIZED INVITATIONS to people who you think might be interested in attending.
11. Use a variety of approaches over time.
12. BRAINSTORM with others for creative ideas.
13. The CAMPUS NEWSPAPER reaches a wide variety with advertising.
14. Arrange RADIO PREVIEWS with the campus radio station for large-scale events.
15. CO-SPONSOR programs with other groups (hall councils, other buildings etc.)
16. Contact other program organizers and ask them to announce your upcoming event at their section meetings.
17. Professors often leave messages on blackboards in classrooms; ask to be put on the announcement list. Check with your manager to see if it is all right for off-campus students and professors to attend.
18. Contact FACULTY whose classes may relate to your program and ask them to announce it in their classes.
19. Arrange with LOCAL BUSINESSES to post posters where students frequently shop.
20. \* ALWAYS CHECK REGULATIONS before implementing any publicity.
21. Use cut outs of feet to lead you to a program venue.
22. Book space in the SUB for postering.
23. Cut out CIRCLES that fit over top of people's key lock to advertise. It certainly catches your eye!
24. Avoid too much phone mail. Go door to door to get people to attend. It's a nice way to be invited to participate.
25. Hang re-useable plastic page protectors in your shower areas to slide posters into. Definitely an eye catcher!!
26. Pamphlets, flyers, invitations etc slid under their doors
27. Banners in the bathroom, front entrance etc.
28. Posters in the toilet stalls, above the sink, in/on the fridge, etc.
29. Monthly/bi-weekly newsletters
30. E-mail/voice lists
31. Word of mouth, such as being a "Town Crier" in the hall



32. The “Bazooka Joe” approach – wrap a treat in your advertisement and pass them out in the lounge/hallway
33. Any new, creative ideas you have (make sure to pass the idea around!).

### ***Hints on How to Motivate People***

1. Spend time with the residents and figure out what makes them tick (what are their interests).
2. Be a good listener to the thoughts, concerns and ideas of the residents.
3. Show residents that their help is appreciated and needed.
4. Ask residents for their input and help. Giving them a role in the process will create a sense of ownership.
5. Give weight to the fact that people carry out their own ideas best.
6. Be considerate.
7. Keep the residents informed on matters affecting them.
8. Let the residents in on your plans and programs when they are in an early state. It will help to create an interest.
9. Criticize constructively, in private. Remember to praise in public.
10. Give credit where it is due.
11. Avoid domination or forcefulness.
12. Show interest in and appreciation of the other person.
13. If an idea is adopted, tell the originator why.
14. Make your wishes known by suggestions or requests.
15. When you make a request or suggestion, be sure to tell the reason for it.
16. **Never forget that the R.A. sets the style and tone for the residents. It is important to “Play up the positive.”**
17. Be consistent.
18. When you are wrong or make a mistake, admit it.
19. Be careful what you say and how you say it.
20. Don’t be upset by little hassles.
21. Give the residents goals, a sense of direction, something to strive for and to achieve.
22. Let the residents know where they stand. Create an understanding that is founded on RESPECT.

### ***Risk-Taking: Don’t be Afraid***

Movie nights and potluck dinners seem to be popular programs for Residence Life Staff. And for good reason – they’re simple to organize, they get consistent attendance and they’re lots of fun.

But, just because they’re successful once, doesn’t mean they should be used every month. After a while, your community will start to lose interest, and so will you. More importantly, they won’t be learning anything new. So take advantage of your creative independence and do something completely different.

As long as you have your community’s best interests in mind, you will never be discouraged from trying something out of the norm. In fact, some of the most successful events are ones that are unique to you and your floor.

If it works, pass the idea along to your fellow RAs. And if it doesn't work, still pass it along. Every idea has promise and with your feedback and evaluations, your colleagues may be able to make it work better.

*"Creativity can solve almost any problem. The creative act, the defeat of habit by originality, overcome everything."*  
 - George Lois (Advertising Executive)

### ***Ideas for Programming by Wellness Wheel Dimension***

\* Note: some programs may apply to more than one dimension of the Wellness Wheel

#### *Arts*

Visit the ██████ Art Gallery  
 Arts & crafts  
 Photography  
 Gong/talent Show  
 Air band contest  
 Lounge decorating contest  
 Dance lessons (e.g. square, ballroom, salsa, swing)  
 Weaving  
 Woodworking  
 Theatre shows  
 Holiday sing-songs  
 Movie night  
 Snow sculpture  
 Magic show  
 Sewing/needlepoint  
 Theme festivals

#### *Community Building*

Bake Sales  
 Floor Newsletter  
 Floor Dinner  
 Movie nights  
 Fireplace gatherings  
 Tug of war  
 Picnic  
 Pizza party  
 Trivial pursuit contests  
 Breakfast in bed  
 Sleigh ride  
 Pin ball tournament

Bowling tournament  
 Backgammon tournament  
 Any game-like tournament (e.g. euchre, ping pong, pool...)  
 Backpacking  
 Ice cream party  
 Pajama party  
 Coffee nights  
 Study breaks  
 Family feud  
 Hayride  
 Holiday parties

#### *Culture/Ethnicity*

Diversity seminar  
 Learning about different cultures  
 Human rights  
 International day/night/dinner  
 Citizenship week  
 Multiculturalism  
 Seminar on inclusive language  
 Display quotes/sayings from various religions/speakers etc  
 Include and raise awareness of all cultural holidays  
 Diversity bulletin board  
 Invite motivational speakers on "diversity/multiculturalism"  
 "Trip around the world" (focus on food, films, music, cultural traditions)  
 Culture fair  
 "Heritage map" showing where we all come from/where we'd like to travel

Culture crawl – each floor picks a different country (food, music, decorations)  
“Cultural calendar” to show all holidays/festivals

#### *Environmental*

How to recycle correctly  
Earth day celebrations  
Environmental awareness week  
Gardening tips (e.g. how to take care of plants)  
Nature hikes  
What to look for in packaging  
Fresh water – its use and misuse  
Impact of our actions on the environment

#### *Occupational*

Cover letters/Resume writing  
Interview skills  
Transition out  
Job searches (using Internet etc)  
Assessment instruments  
Graduate admissions, testing, and preparation  
Career fairs and info.  
Career Counselling/planning  
Presentation skills  
Working in Groups  
Volunteerism  
Portfolio development  
Assertiveness session  
Body language  
Decision-making  
Time/stress management  
Income tax workshop  
Self Awareness  
Anger workshop  
Frustration control

#### *Physical/Emotional Health and Wellness*

Alcohol Use/Abuse  
Anger management  
Assertiveness  
Balanced lifestyles  
Body Image  
Dealing with roommates  
Drug use/abuse

Eating disorders  
Mental health  
Nutrition  
Sexual/Physical Assault/Harassment  
Smoking  
Sports, Intramural Activities  
Stress Management  
Jogging/walking group  
Broomball  
Wellness week  
Smoking  
How to relax  
Curling  
Ice skating party  
Football/soccer/basketball/volleyball/tennis  
Camping trip  
Winter sports excursions  
Frisbee  
Olympic games  
Swimming party  
Horseback riding  
Cross-country skiing  
Backpacking  
Intramural sports  
Snow-shoeing  
Bike hike  
Cooking demonstration/lessons  
How to lead a healthy lifestyle  
Aerobics  
Walk for the cure  
First aid  
Judo/karate

#### *Sexual Health*

AIDS  
Birth Control  
Identification  
Risky Behaviour  
STDs  
Date Rape Drugs & alcohol  
Rape/sexual assault  
Newlywed/dating games  
Sex-tac-toe  
Condom gotcha

### *Social Issues and Awareness*

Racism  
Sexism  
Homophobia/Heterosexism  
Ableism  
Anti-Semitism  
Cultural Genocide  
Poverty/Hunger  
Violence Against Women  
Abuse  
Pornography  
Theft  
Safety  
Women's issues  
Alcohol awareness week  
Mocktail competitions  
Healthy relationships workshop/seminar  
Self-defense  
Charity events  
Human rights month  
United nations bulletin board  
Apartheid – what it means  
Alternative career night  
Interracial relationships  
Awareness of differently-abled people  
International conflict awareness

### *Spirituality*

Focussing on all types of spirituality, not only religious  
Learning about one's self  
Healthy spirituality vs. cults  
Paranormal

Cultures – various types of spirituality  
Afterlife  
Celebrations  
Spirituality and Human Rights  
“Mystic night” (e.g. palmistry, wicca, tarot, runes, paganism)  
“Cultural calendar” – with all religious holidays and festivals

### *Studentship*

Time Management  
Procrastination  
Learning From Lectures  
Learning From Textbooks  
Exam Preparation  
Concentration and Memory  
Presentation Skills  
Working in Groups  
Stress management  
Study skills  
Choosing a major/academic planning  
Tutoring

### *University Life*

Student leadership  
University administration  
Student activism  
University Issues  
Job opportunities on campus  
Exchange/Study Abroad.  
Financial aid  
Visit from a prof  
Meet the president night

***This list is by no means exhaustive – we encourage you  
to be creative and make up your own programs!!***

*For International Awareness Days/Weeks/Months and Cultural Holidays  
for the 2002-2003 Academic year, see the “Super Calendar.”*

### ***Clubs Societies and Teams at X***

Association of Collegiate Entrepreneurs  
Animation Appreciation

International Students' Society  
Liberal X

ASDAX, Alliance For Sexual Diversity @ X  
 Aquatic Resources  
 Best Buddies Canada, St.F.X. Chapter  
 Biology  
 Brothers & Sisters of the African Diaspora  
 Business  
 Canadian Food Services Executive Association,  
     Junior Branch  
 Celtic  
 Chemistry  
 Community of Women @ X  
 Creative Writing Society  
 Development and Peace  
 Education  
 Economics  
 English  
 Fairbault Geology Society  
 Folk Music @ X  
 GLBX, Gays, Lesbians, Transenders and  
     Bisexuals @ X  
 Great White North  
 History  
 Human Kinetics  
 Human Nutrition  
 Imagine X  
 Information Systems

Math and Computer Science  
 Nursing-CNSA  
 Off-Campus Society  
 PETA @ X, People for the Ethical Treatment of  
     Animals  
 Photo-X  
 Science  
 Mature Students  
 Michael Jackson  
 Monty Python  
 Music  
 Photo-X  
 Physics  
 Political Science  
 Progressive Conservative Youth @ X  
 Psychology  
 Reform @ X  
 SAAX, Sexual Assault Awareness @ X  
 Salute X, Students and Alumni Linking for a  
     University Towards Excellence.  
 Sociology/Anthropology  
 Star Wars  
 WUSC, World University Service of Canada  
 XCF, Xavier Christian Fellowship  
 X-Debate  
 X-Project

**GET INVOLVED!**

**Get your floor involved!**

**Use them when programming events!**

***A Few Contact Numbers:***

|                                     |                        |
|-------------------------------------|------------------------|
| Ross Screen Print                   | 863-4630               |
| Capitol Theatre                     | 863-4646               |
| SNL Paintball Games                 | (902) 897-4079 (Truro) |
| Pinns Entertainment Bowling Center  | 863-2695               |
| Media Services (AV equipment)       | 3958                   |
| Conference Services (Booking rooms) | 2855                   |
| Oland Center                        | 2181                   |
| Info Desk                           | 2444                   |

## Program Worksheet

|                            |                           |
|----------------------------|---------------------------|
| <b>Program Title/Name:</b> | <b>Residence(s):</b>      |
| <b>Organizer(s):</b>       | <b>Date and Location:</b> |

### *Wellness Wheel Area*

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Community Building    | <input type="checkbox"/> Environment                 | <input type="checkbox"/> Sexual Health                          |
| <input type="checkbox"/> Culture and Ethnicity | <input type="checkbox"/> Occupational                | <input type="checkbox"/> Arts                                   |
| <input type="checkbox"/> Spirituality          | <input type="checkbox"/> Social Issues and Awareness | <input type="checkbox"/> Physical/Emotional Health and Wellness |
| <input type="checkbox"/> Studentship           | <input type="checkbox"/> University Life             |   |

### **Scale (designed for – not number attending)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> A few students - Floor | <input type="checkbox"/> Whole Floor - House | <input type="checkbox"/> Whole House – Campus |
|---|--|---|

### *Format*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Social                       | <input type="checkbox"/> Video/discussion         | <input type="checkbox"/> Bulletin Board/Display |
| <input type="checkbox"/> Interactive game or activity | <input type="checkbox"/> Guest speaker/discussion | <input type="checkbox"/> Other: _____           |

### **Goals/aim of the program:**

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### **Description of the event/activity:**

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**Resources** (please attach any resources) Please Rank: ☺ 1 2 3 4 5 ☹

| Facilitator(s) | Contact Information | Resources Provided |
|----------------|---------------------|--------------------|
|                |                     |                    |

**Promotion/Advertising** (please attach any advertising material)

Please Rank: ☺ 1 2 3 4 5 ☹

| Involvement of Residents | Advertising | Incentives |
|--------------------------|-------------|------------|
|                          |             |            |

**Participation:** (this **DOES NOT** affect your credit for the program!)

Please Rank: ☺ 1 2 3 4 5 ☹

Planned:

Actual:

**Costs:** Expenditures (attach receipt please): \$ \_\_\_\_\_  
(minus) Revenue: \$ \_\_\_\_\_  
Net Cost: \$ \_\_\_\_\_

**Overall Success**

Did this program meet your goals?

Please Rank: ☺ 1 2 3 4 5 ☹

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What made this program successful?

Please Rank: ☺ 1 2 3 4 5 ☹

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How can this program be improved?

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**Suggested Programming Credits:** \_\_\_\_\_

Feedback from RLCs

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# 7 Pillars of Community

## Our Mission

To develop inclusive, safe and educational residential communities by providing high quality facilities, service and programs.

## Community Building

As an RA it is your primary role is to help foster and develop a positive social and academic community.

### Reflection:

Here are areas to help assess how your community is developing:

- Community Renewal
  - How am I going to build community in my wing/floor?
  - How will I make it unique?
  - How am I making myself available and visible to my residents?
  - What are the roommate dynamics on my floor?
- Community Standards
  - Have I communicated community living standards and policies to all of my residents?
  - How will I establish community standards?
  - What are areas does my wing/floor need improvement?
- Social Programming
  - What will my social programs be for the semester?
  - What materials will I need and how will I market this program?
  - What programs do my residents need/want?
- Hall Council/ RHA
  - Are my residents aware of the existence and purpose of Hall Council?
  - Do my residents know when and where Hall Council meets?

### Suggestions for Community Building

- Hold an informative fun first wing meeting; complete/gather an information sheet about each resident.
- Attend Howdy Week –See Howdy Week flyer
- Hold a Social Program i.e. Ice cream social, pizza party, twister mixer, game night, meet and greet your wing etc.
- Create a community map with the help of all your residents
- Attend campus events together such as sporting, lecture series, speakers, theatre arts, etc
- Set time aside weekly for your residents to stop by
- Find out:
  1. where your residents are from
  2. what their interests and hobbies
  3. If they are going through recruitment
- Identify any adjustment issues that your residents are having with your hall director
- Extend Personal invitations to meal and events
- Hold a floor dinner

## Involvement and Campus Engagement

Encourage residents to get involved on campus and make the most of their experience at [REDACTED]

### Reflection:

- Campus Involvement
  - What are my residents interested in? What [REDACTED] organizations can I refer them to?
  - What are they already involved in on campus? Outside of campus?



- Student Activities  
What is going on this week on this week on campus and how can I use it with programming?

#### ***Suggestions for Involvement and Campus Engagement***

- Take your residents to the Recreational Center for a program
- Start an intramural team or join one
- Attend an exercise class or climb the rock wall
- Attend Guest Speakers hosted on campus and facilitate a discussion afterwards
- Have your whole wing/floor participate in One Book, One [REDACTED]
- Take your residents to the Involvement Fair
- Create an Involvement tree

## **Leadership and Service**

Educate and inform residents on leadership and service opportunities

#### ***Reflection:***

Have I identified leaders in our community?

In what capacity are these leaders giving back to the hall?

#### ***Suggestions for Leadership and Service***

- Inform residents about Leadership Seminars
- Encourage residents to attend Connections
- Center for Community Involvement and Service Learning
- Encourage floor leaders to plan and implement a program

## **Academics**

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

#### ***Reflection:***

What classes are my residents taking and what are their majors?

How is my floor doing academically?

Have I connected students that have similar majors/class?

Have I followed with students are struggling academically or personally?

Have I communicated names of struggling students to my Hall Director?

#### ***Suggestions and Resources for Academics***

- Create a study group
- Post Withdraw Dates on a bulletin board
- Offer incentives for good grades
- Encourage students to find tutoring in the areas that they are struggling
- Academic Service center
- Invite a professor to a hall program

## **Inclusiveness and Awareness**

Our vision and belief is that through education on the multifaceted aspects of diversity, we can create respectful, accepting and open communities.

#### ***Reflection:***

Am I role modeling inclusive behavior?  
Are there any issues on my floor that are a cause for concern?

***Suggestions for Inclusiveness and Awareness***

- Encourage residents to participate in Diversity Poster Contest
- Intercultural and Inclusiveness Services
- Religion and Spiritual Life
- Watch a movie that educates on social issues. i.e. Crash
- More than Words

## Wellness and Balance

As an RA role model a healthy lifestyle and be able to identify any health and wellness concerns

***Reflection:***

What areas are my residents struggling with?  
Am I able to identify the following conditions?

- Eating Disorders
- Homesickness
- Sleep Deprivation
- Diabetes
- Learning Disabilities
- Allergies

Am I comfortable confronting these situations?  
Invite someone from counseling services to give stress tests  
Invite someone from dining services to present on healthy eating  
Offer massages from the Recreational Center

***Suggestions and Resources for Wellness***

- Remember to also take time for yourself
- Counseling Services
- Health Center

## Spirit

Riff Ram Bah Zoo....A strong community is a proud community.

Reflections  
Along with community development how have I developed spirit?  
How have I incorporated community recognition?

***Suggestions for Spirit***

Incorporate a theme for you floor/wing each semester  
Encourage spirit theme days on your floor/wing.

- [ ] Pride
- Class Pride
- Hall Pride
- Attend [ ] Sporting Events
- Create a banner for your floor/wing with your residents
- Brainstorm Alcohol free programming that demonstrates pride

## Appendix I: Southwest 03

### RISING STAR Hall Community Development Model and Planner for \_\_\_\_\_

| FALL SEMESTER   |   |   |   |  |
|---|---|---|---|--|
| Letter  | Outcome   | Ideas   | Things going on during the month  | Community Events   |
| <b>R</b><br><br><b>Relationship Building</b><br><br>(early fall)                    | <i>Students will have the opportunity to get to know each other, get to know their campus, and most importantly, their residence hall community. Events contribute to a successful transition to [REDACTED]</i> | <ul style="list-style-type: none"> <li>* Campus tours</li> <li>* Social activities that emphasize getting to know each other</li> <li>* Floor Parties/Cook outs</li> <li>* create floor traditions</li> <li>* participate in school spirit activities</li> <li>* attend athletic events</li> <li>* education about credit cards, etc</li> <li>* sexual health education</li> <li>* The Gold Book</li> <li>* Intramural Sports</li> <li>* Common Experience events</li> <li>* Progressive meal/dessert</li> <li>* Best room contest</li> <li>* The Roommate Game</li> <li>* Get painted for football etc</li> <li>* First 6 Weeks Campus Wide Events</li> </ul>  | September <ul style="list-style-type: none"> <li>• Leukemia Society month</li> <li>• Hispanic American History (Sept 15-Oct 15)/Heritage Month</li> <li>• National Sickle Cell Awareness Month</li> <li>• National Cholesterol Education Month</li> <li>• National Snack Month</li> <li>• First Day of Autumn</li> </ul>  | Welcome Week   |
|   |   |   |   |  |
| <b>I</b><br><br><b>Important Places and Resources on Campus</b><br><br>(early fall) | <i>Students will connect to resources, services, and other opportunities through campus departments and events.</i>   | <ul style="list-style-type: none"> <li>* Community building activities</li> <li>* Scavenger Hunt- either people facts or campus facts to help them get to know campus and resources etc.</li> <li>* Create floor study groups</li> <li>* This is a prime opportunity for residents to get involved with on-campus organizations.</li> <li>* Student Org Fairs</li> <li>* Hall Council events</li> <li>* RHA events/RHA retreat</li> <li>* Time management programs</li> <li>* Common Experience events</li> <li>* Gold Book</li> <li>* Get the scoop on campus resources (ice cream)</li> <li>* First 6 Weeks Campus Wide Events</li> </ul>   | October <ul style="list-style-type: none"> <li>• Auto Battery Safety Month</li> <li>• Healthy Lung Month</li> <li>• National AIDS Awareness Month</li> <li>• National Gay and Lesbian History Month</li> <li>• National Breast Cancer Awareness Month</li> <li>• National Crime Prevention Month</li> <li>• National Popcorn Poppin' Month</li> <li>• Career's Day</li> <li>• National Coming Out Day</li> <li>• Homecoming</li> <li>• Halloween</li> </ul> | Study Group (each RA sets up a weekly study group based on their interest) |
|   |   |   |   |  |
| <b>S</b><br><br><b>Stress to Success</b><br><br>(mid fall)                          | <i>Students will learn to positively cope with the levels of stress they could be experiencing at this time.</i>  | <ul style="list-style-type: none"> <li>* Community building activities</li> <li>* Stress Free Day</li> <li>* Game nights</li> <li>* Brain food exploration</li> <li>* Floor discussions on how to talk to your professors</li> <li>* Movie nights</li> <li>* Floor trips to the rec</li> <li>* How well do you know your roommate games</li> <li>* Healthy snack night</li> <li>* Reminders re getting holds lifted and registering for spring</li> <li>* Someone from SLAC to program on academic success</li> <li>* Career Services regarding majors and jobs available</li> <li>* Intramural sports</li> <li>* Alcohol education—beer goggles Mario Kart</li> <li>* Make stress balls</li> <li>* Yoga</li> <li>* Common Experience events</li> </ul> | November <ul style="list-style-type: none"> <li>• Native American Heritage Month</li> <li>• National Diabetes Month</li> <li>• National Epilepsy Month</li> <li>• National Alzheimer's Disease Awareness</li> <li>• National Hospice Month</li> </ul>   | alcohol & drug education programming (1 passive per RA, 1 active per hall) |
|   |   |   |   |  |

RISING STAR  
Hall Community Development Model and Planner for \_\_\_\_\_

| Letter   | Outcome  | Ideas  | Things going on during the month   | Community Events |
|--|--|--|--|------------------|
| <b>I</b><br><br><b>I'm Okay</b><br><br>(mid fall)                    | <i>Students will become more self-aware and learn about areas of personal growth and development.</i>  | <ul style="list-style-type: none"> <li>* Community building activities</li> <li>* Field trip to the student health center</li> <li>* Floor trips to the rec</li> <li>* Alcohol and drug education programs</li> <li>* Talk to residents about how to look out for one another</li> <li>* Nutrition prep for the holidays</li> <li>* Suicide education</li> <li>* sexual assault/ harassment programs</li> <li>* general health and wellness events</li> <li>* floor discussions on how they think they have changed in the last months</li> <li>* The Amazing Race- alcohol edition</li> </ul> | (November continued)<br><br><ul style="list-style-type: none"> <li>• Thanksgiving</li> </ul>   |                  |
| <b>N</b><br><br><b>Normalizing the Adjustment</b><br><br>(late fall) | <i>Students will begin to utilize their knowledge of resources and coping mechanisms while beginning to rely on their new relationships for support. Students realize that We Are all Bobcats: academically successful, caring, healthy, responsible, and proud.</i> | <ul style="list-style-type: none"> <li>* Community building activities</li> <li>* Provide opportunities to celebrate all Bobcat's holidays and cultures</li> <li>* Exercise events</li> <li>* Old school games</li> <li>* Stress relievers</li> <li>* Romper Room Night</li> <li>* During this time an RA should not only bring the semester to a close, but also bring everything from the previous months together.</li> </ul>   | December<br><br><ul style="list-style-type: none"> <li>• World AIDS Day Dec 1</li> <li>• National Drunk and Drugged Driving Awareness Month</li> <li>• Universal Human Rights Month</li> <li>• Red Ribbon Safety Campaigns for the Holidays</li> <li>• Hanukkah, Christmas, Kwanzaa,</li> <li>• Short People Day</li> <li>• Humber Day 21<sup>st</sup>-to vent holiday prep frustrations</li> <li>• Winter solstice</li> </ul> |                  |

RISING STAR  
Hall Community Development Model and Planner for \_\_\_\_\_

| SPRING SEMESTER   |  |   |   |  |
|---|--|---|---|--|
| Letter  | Outcome  | Ideas   | Things going on during the month  | Community Events   |
| <b>G</b><br><br><b>Getting Back in the Groove</b><br><br>(early spring) | <i>Students will rebuild connections and make decisions about changes they wish to make in the spring</i>  | <ul style="list-style-type: none"> <li>★ Staff should reestablish the importance of community.</li> <li>★ Rebuild connections through ice breakers and team builders</li> <li>★ Going home horror stories</li> <li>★ Meet new residents on the floor</li> <li>★ Help transfer students get adjusted</li> <li>★ Share new year's resolutions</li> <li>★ Encourage residents to explore opportunities in the hall and on campus.</li> <li>★ Intramural sports</li> <li>★ How to become an RA</li> <li>★ Create a floor tradition</li> <li>★ Progressive meal/dessert</li> <li>★ Best room contest</li> <li>★ The Roommate Game</li> </ul> | January <ul style="list-style-type: none"> <li>• National Hobby Month</li> <li>• National Blood Donor Month</li> <li>• Neighborhood Friends Day</li> <li>• Live your Fantasy Day</li> <li>• MLK Birthday</li> </ul>   | Study Group (each RA sets up a weekly study group based on their interest) |
|   |  |   |   |  |
| <b>S</b><br><br><b>Seeing the World around Me</b><br><br>(mid spring)   | <i>Students will celebrate and respect individuality campus wide by engaging in respectful conversations about their similarities and differences and through participation in diversity, social justice, and global awareness events.</i> | <ul style="list-style-type: none"> <li>★ Community building activities</li> <li>★ Un-Valentine's Day party</li> <li>★ Movie nights</li> <li>★ Proper nutrition</li> <li>★ Healthy relationships</li> <li>★ Balancing academics and social lives</li> <li>★ Establish study groups</li> <li>★ Diversity education programs</li> <li>★ How to become an RA</li> <li>★ How to sign up for on-campus housing next year</li> <li>★ How to move off campus next year/ responsibilities/what to expect/signing a lease</li> <li>★ Tie dye diversity</li> </ul>   | February <ul style="list-style-type: none"> <li>• Superbowl</li> <li>• Mardi Gras</li> <li>• African American History Month</li> <li>• National Condom Month</li> <li>• American Music Month</li> <li>• Valentine's Day</li> <li>• Try something new day</li> <li>• Get a Different Name Day</li> </ul> | alcohol & drug education programming (1 passive per RA, 1 active per hall) |
|   |  |   |   |  |

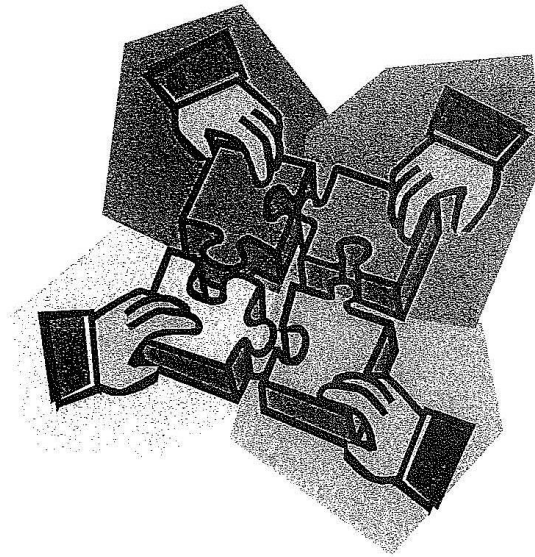
RISING STAR  
Hall Community Development Model and Planner for \_\_\_\_\_

| Letter   | Outcome  | Ideas  | Things going on during the month  | Community Events |
|--|--|--|---|------------------|
| <b>T</b><br><br><b>Taking Control of My Future</b><br><br>(mid spring) | <i>Students will be encouraged to explore their future.</i>          | <ul style="list-style-type: none"> <li>★ Community building activities</li> <li>★ internship exploration</li> <li>★ summer employment</li> <li>★ study abroad opportunities</li> <li>★ transitioning to off campus housing for next year</li> <li>★ health and wellness events</li> <li>★ time/ stress management</li> <li>★ American Idol nights</li> <li>★ Attend campus events as a floor</li> <li>★ Safe spring break</li> <li>★ Alcohol education</li> <li>★ Intramural sports</li> <li>★ Rock Your Resume</li> </ul> | March <ul style="list-style-type: none"> <li>• American Red Cross Month</li> <li>• National Nutrition Month</li> <li>• Diversity month at [REDACTED]</li> <li>• National Women's History Month</li> <li>• National Social Work Month</li> <li>• National Collegiate Health and Wellness Week</li> <li>• Spring Break</li> </ul> |                  |
| <b>A</b><br><br><b>Assisting Others</b><br><br>(later in the spring)   | <i>Students will give back and be a part of the community.</i>       | <ul style="list-style-type: none"> <li>★ Community building activities</li> <li>★ community service projects</li> <li>★ Bobcat Build</li> <li>★ Race for the Cure</li> <li>★ Big Brothers/Sisters</li> <li>★ Relay for Life</li> <li>★ Attend campus events as a floor</li> <li>★ Have a cook out</li> <li>★ Relaxation techniques</li> <li>★ Hall talent show</li> <li>★ Custodial appreciation</li> <li>★ Annual RHA food drive</li> </ul>   | April <ul style="list-style-type: none"> <li>• National Humor Month</li> <li>• National Alcohol Awareness Month</li> <li>• National Cancer Control Month</li> <li>• STD Awareness Month</li> <li>• National Child Abuse Prevention Month</li> </ul>   |                  |
| <b>R</b><br><br><b>Reflection</b><br><br>(late spring)                 | <i>Students will bring closure to the end of the year/ semester.</i> | <ul style="list-style-type: none"> <li>★ Community building activities</li> <li>★ Study groups and coffee nights</li> <li>★ Find ways to reflect on the past year (e.g., end of the year scrapbooks, photo walls, etc.) as a way of saying goodbye to friends and acquaintances.</li> <li>★ EOY floor awards/most likely to</li> <li>★ Social media swap</li> <li>★ Annual RHA food drive</li> </ul>   | May <ul style="list-style-type: none"> <li>• Better Sleep Month</li> <li>• National Mental Health Month</li> <li>• National BBQ Month</li> <li>• National Physical Fitness Month</li> <li>• Asian/Pacific American Month</li> <li>• Asthma and Allergy Awareness Month</li> </ul>   |                  |

## Appendix J: Southwest 04

### MISSION STATEMENT FOR THE RESIDENT HALLS AT [REDACTED]

*"We are dedicated to providing safe and affordable residence halls, diverse and enthusiastic staff, and an atmosphere where Respect, community and academics are valued." "We are committed to each resident."*



## DORM VS. THE RESIDENCE HALLS

### **Definition:**

**Dorm:** A building containing a number of sleeping rooms

**Residence Hall:** A living and learning environment which provides students with the necessary physical facilities for living but which additionally provides opportunities for personal growth and development.

### **Staffing:**

**Dorm:** Housemothers, upperclassmen serving as resident assistants (primary responsibilities involve maintaining quiet and discipline)

**Residence Hall:** Trained staff professionals or para-professional Resident Directors, trained upperclassmen serving as Resident Assistants (primary responsibilities involve programming, counseling, advising, in addition to facilitating student responsibility for behavior in a community living environment.)

### **Training:**

**Dorm:** One-Two day workshop concerning hall mechanics, roles, and disciplinary procedure

**Residence Hall:** Fall orientation workshop (5-7) days. Intensive staff training program including the following areas: responsibilities of veteran staff, development of a team concept, orientation of staff to residence hall philosophy, goal setting, programming, needs assessment, helping skills, student conduct, crisis intervention, advising, and group dynamics. On-going in-service training: RA Class curriculum includes: communication skills (observing, listening, responding), decision making; values clarification, assertiveness training, crisis intervention, performance evaluation, and making referrals.

### **Hall Governments:**

**Dorm:** Social programming and some disciplinary functions

**Residence Hall:** Leadership function; in-service training; social, recreational, and educational programming; judicial boards; increased responsibility for hall governance.

### **Emphasis:**

**Dorm:** Maintain discipline, surrogate parent.

**Residence Hall:** "Total" student development, creation of sense of community responsibility, trust to develop discipline and responsibility.



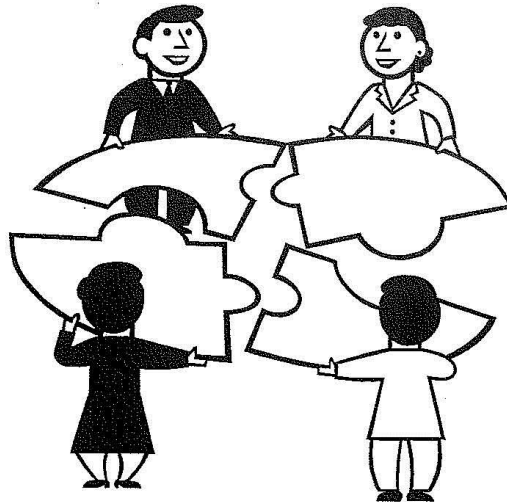
## PHILOSOPHY

The Student Affairs Staff of [REDACTED] believes that residence hall living should be a significant factor in the student's educational experience. The physical environment directly influences the resident's attitude toward and benefit from residence hall living. Every student has the right to adequate space for study, for socialization, for recreation, and for solitude within the residence hall. Each student also has the right to privacy unless the well being of other residents is threatened.

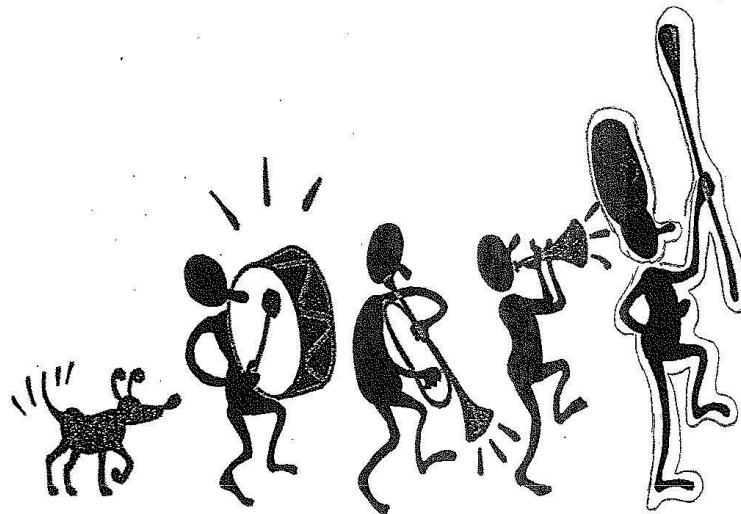
The experiences in-group living provided by the residence hall can enhance the student's social-emotional development. We believe in the ability of the residents to solve their own problems with appropriate facilitation by the staff.

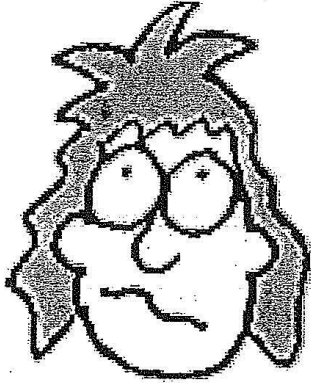
We believe that well-designed programs, which are matched to the needs/interests of the residents, will stimulate intellectual, social, emotional, and physical growth.

We are committed to the significance of residence hall living within the framework of the total university. The residence hall staff is the crucial element in creating a successful community in each building.



# Programming





## Why do we Program?

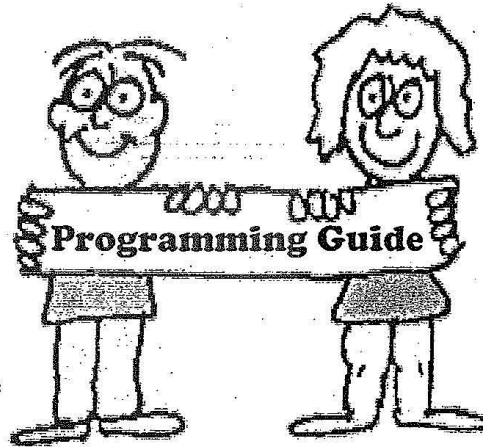
Programming is a method to contribute to and influence the learning experience.

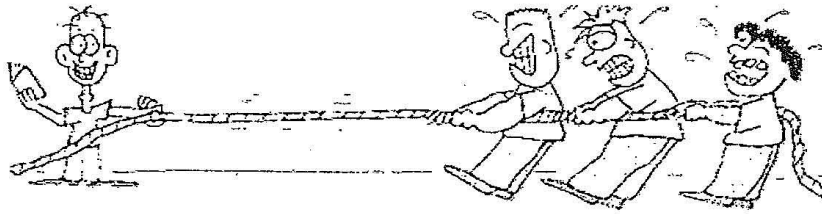
In simplest terms: programming is interaction. Interactions serve as a catalyst for learning.

The college years provide a period of tremendous change for students. For many it will be the last opportunity for major developmental changes before the stability generated by more fixed social, interpersonal, and occupational roles and responsibilities (Chickering, 1972)

### We program to:

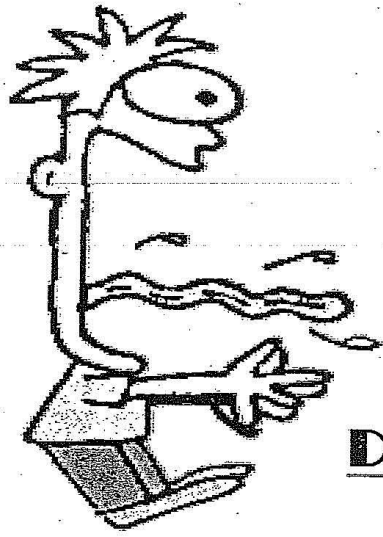
- add diversity to residence life activities
- allow opportunities for RA personal fulfillment
- be proactive
- broaden one's horizons/interests
- educate students
- encourage continuity among staff members
- encourage developmental growth
- enhance the skills of staff (organizational, presentation, etc)
- establish communities in the residence halls and the apartments
- meet job expectations
- promote interaction, relationships and involvement of students & staff
- provide opportunities for education, recreation, and fun
- relieve stress
- supply an outlet for student/staff/faculty interests





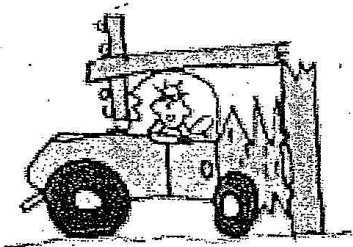
## Programming made easy

- ➡ **Identify interests and needs of your residents.**  
(Surveys, brainstorming, informal discussions, sign-up sheets, suggestion box)
- ➡ **Select one topic based on student needs and interests.**
- ➡ **Meet with Resident Director and discuss ideas.**
- ➡ **Choose the date.**  
(Make sure it doesn't conflict with major University sponsored events. Also be familiar with your residents' schedules. If many have night classes on Tuesday/Thursday, don't have your program on a Tuesday night.)
- ➡ **Make the arrangements.**  
(3-4 weeks before program. Arrange resources and materials. Contact speaker, arrange place, time, date; reserve facility/lounge; request any special equipment; request food/drinks)
- ➡ **Publicize...Advertise...Get the word out**  
(bulletin boards, door tags, personal invite, flyers, table tents, chalk, paper footprints, door hangers, phone-a-thon, bathroom mirrors, bathroom toilet stall newsletters, odd shape posters)
- ➡ **Discuss expectations of program with speaker or program person**  
(Let them know time limitations, the format, the expected attendance, and any needs the speaker may have for presentation.)
- ➡ **Program Time**  
(Be sure to arrive early to finalize everything, see the room is arranged correctly, greet special guests when they arrive, thank people for coming to the program.)
- ➡ **Evaluate the Program**



**A successful program  
DOES NOT depend on the  
number of people who  
attend.**

**Every program will not be of  
interest to every person.**



**Don't give up!**  
Yes, everyone can get very  
busy, but programming can still be rewarding  
for you and your residents.

## DEVELOPING A PUBLICITY CHECKLIST

The following list of items can be useful in developing a checklist for your organization's officer's in coordinating all elements of a publicity program.

|                        |   |
|------------------------|---|
| AUDIENCE:              | Who are the program and publicity directed towards?   |
| TIMING:                | When should publicity be released? Should it all go out at once, or certain kinds at special times? Which days are best for campus newspaper ads? What are the time considerations for ad deadlines, poster designing and printing? |
| LOCATION:              | What are the traffic patterns of your audience? Are any areas left uncovered currently?   |
| TYPE:                  | Will flyers work alone? Ads? Is the program of sufficient importance to warrant radio time?   |
| INFORMATION:           | How much information should appear on the printed material? Is this information perfectly clear?  |
| MANPOWER COORDINATION: | Who will be responsible for doing what, where, and when?  |
| ANTICIPATED RESPONSE:  | Is printed material done well enough to attract attention? Will it stick in people's minds?   |
| BUDGET:                | Will the projected response be worth the amount of money spent? Is enough money being spent? Is the total publicity budget a realistic one?   |

As you plan your publicity program use the following checklist to identify items, materials, fees, and other areas which may affect your publicity and budget:

## *Effective Publicity\*\**

### WHAT MAKES EFFECTIVE PUBLICITY???

1. Selling point
2. Simplicity
3. Layout
  - Unity
  - Balance
4. Element of surprise or the unexpected
5. Workmanship & Professionalism

REMEMBER....THE PURPOSE OF PUBLICITY IS TO COMMAND ATTENTION USE THE LAYOUT OF THE PIECE TO YOUR ADVANTAGE....USE YOUR OPENAREAS & THE RELATIONSHIPS OF THE DIFFERENT SHAPES TO CALL ATTENTION TO WHAT YOU'RE TRYING TO PUBLICIZE.

### PICTURE IDEAS & LOGO

Picture ideas and logo ideas are all around you.

Magazines  
Catalogues  
Newspaper Ads  
Comic strips  
Comic books  
Art books  
Posters  
'Clip Art'  
Travel agencies

### LETTERING

Lettering is an intergral part of any publicity campaign. You should carefully position it to insure optimum readability. Different types of lettering are: stencil, press-on, Croix, adhesive, free, type-set. Lettering comes in many different styles and points (size) and can be done in different colors depending upon use.

# COLOR

\*COLOR IS VERY IMPORTANT IN ANY PUBLICITY CAMPAIGN. REMEMBER THE PSYCHOLOGICAL ASSOCIATIONS OF COLOR:

White.....clean,pure  
Black.....formal,elegant  
Violet....tender  
Purple....royalty...when combined with blue or green  
                        intrigue and mystery  
Red.....revolution,excitement,fire,energy  
Blue.....sadness,night,coolness,tranquility  
Yellow....happy,warm,optimism

READABILITY OF COLOR

According to advertising experts the following color combinations are listed in order from the most readable to the least

1. Purple on Yellow
2. Black on White
3. Yellow on Black
4. White on Black
5. Purple on White
6. White on Purple
7. White on Green
8. Green on White
9. Red on White
10. White on Red
11. Black on Orange
12. Orange on Black
13. Red on Green
14. Green on Red
15. Yellow on White
16. White on Yellow

WHEN EMBARKING ON A PUBLICITY CAMPAIGN CHOOSE A FEW COLORS AND COORDINATE ALL PUBLICITY WITH THOSE COLORS, i.e. Logo, letterhead, name tags, buttons, handbills, banners, flyers, booths, and display cases, t-shirts, etc.



## PUBLICITY

Before you start to consider publicity techniques, consider the answer to the following questions:

1. Why are you programming this event?
2. Who is responsible for the program, event or series in the planning stages?
3. Who will be responsible for carrying out the publicity?
4. What kind of specific kind of program are you planning?
5. To whom are you directing the program?

Now consider the campus and community resources available to you.

## GIMMICKS

Now that you have the resources and have answered the five questions associated with programming, you need an idea...

Following are a list of some techniques of advertising and promoting college programs and events. One technique or specific kind of publicity need not be wedded to one kind of program. The list of suggestions for advertising programs may help to spark other ideas or gimmicks which will promote your events more efficiently.

1. LOGOS - A logo is a trademark or symbol that is constantly associated with a product or an event or series. These should be used consistently on all visual publicity materials.
2. Development of MAILING LISTS built around different subject areas, i.e. interest in films, plays, sports programs, art shows. Send out brochures, leaflets, etc.
3. COFFEE CUPS printed with campus related promotions to be used in vending machines. The same type of thing can be done on napkins and placemats, knives, and plastic forks. Vending companies may do it without charge to the campus. Contact the college food service for further information.
4. Record companies will supply biographies and RECORDS of the group or individual who will be performing. Play them on campus or local radio stations. Feature their records within a display in the Union or Student Lounge.
5. Agencies will supply PRESS KITS which may include photos and reviews of the group performing. Persons may contact campus and local newspaper editors for stories using such kits.
6. Arrange RADIO PREVIEWS either through interviews or a recording of the group aired on local radio and TV stations one to two weeks prior to the event. Replay many times during the week of the event.
7. Use TEASERS in the form of ads, posters, buttons, pins, radio announcements, newspaper ads, etc. to begin a program publicity campaign.
8. During some other program on campus, PREVIEW a film or play a record of the group that will be playing on campus.
9. Use BUTTONS to advertise a program or series. Sell buttons as tickets and admission to an event. Sell weeks in advance to expose event to campus.
10. BUMPER STICKERS - All sorts, you name it. Slogans, program names, etc.
11. SILK SCREEN SOME T-SHIRTS. Buy inexpensive T-shirts at local thrift stores. Sell them or wear them to advertise an upcoming event.

12. CREATE A CORE GROUP OF INDIVIDUALS who have extensive information about the project who will then speak to campus groups. This immediate one-to-one contact in which questions can be answered is more time consuming, but often the most productive, i.e. recruiting for volunteers.
13. Print up colorful BOOKMARKS with advertising about a service available, (free lockers) or a series (concerts or films).
14. Make TABLE TENTS of advertising to place in eating areas and reading lounges around campus.
15. Small area of the classroom BLACKBOARD can be used to advertise upcoming events.
16. Contact your bookstore to have DISPLAYS OF RECORDS or books by individuals coming to campus to speak or perform.
17. Use large surplus WEATHER BALLOONS with advertising on them to create interest in an area or a display.
18. Your CAMPUS NEWSLETTER can be one of your best forms of advertising both from ads that you purchase and also feature coverage about upcoming attractions. It is important to develop a good working relationship with the newspaper staff. Possible incentives may be in the form of a few well placed free tickets for events you would like reviewed.
19. If you have a local EDUCATIONAL TV station do a preview show of upcoming events, the same idea could be used for your closed circuit on-campus TV stations.
20. Utilize campus architecture on which to hang well made BANNERS or strings of BALLOONS for big events. Check campus regulations before following through.
21. Put large signs and BANNERS on AUTOMOBILES and park them in prime locations in parking lots on campus.
22. Have an art student do a large CHALK POSTER ON SIDEWALK at a prime time in the day so that there can be an interchange visually and also between the artist and interested students or have a chalk-in for everyone--just provide free chalk--be sure that it can be easily removed.
23. Create SATELLITE TICKET BOOTHS around campus.
24. Involve your theatre arts' students by having them "in COSTUME" passing out information about the event. Or ask to use their costumes (be sure to clean them when done so you can do it again.)
25. Paste contact PAPER FOOTPRINTS on the sidewalks with information on the specific event or place the footprints in such a manner that they lead to the event area itself. You could have these slogans printed up as you would bumper-stickers and stick them on the sidewalk. Be sure it can be easily removed from the sidewalk.
26. Utilize areas on CONSTRUCTION FENCES for posters or have a "paint-in". Attach used plywood to chain-link--ask the contractor to do it for you.
27. If you have a P.A. system in your College Union, bookstore, or cafeteria, make ANNOUNCEMENTS of upcoming events.
28. Create your own DISPLAY AREAS for a series performance (i.e. display information about service projects.)
29. Arrange to have PUBLIC SERVICE ANNOUNCEMENTS over local radio and TV stations, your college news office may be of assistance. Public media must provide this service by law.

30. Have an artist **MAKE POSTERS** for an upcoming event in the middle of your quad area to attract attention.
31. Realizing that some posters will become wall decorations in student apartments, make the rounds several times before the event to hang and **REHANG POSTERS** to insure adequate publicity.
32. Contact your machine vendors and staple some **FREE TICKETS** to some packets of potato chips and have them distributed throughout the campus. This creates interest and talk; you also may get a news story out of it.
33. Set up a **TAPE PLAYER** or **RECORD PLAYER** in the student quad or commons area and play upcoming work of an artist who will be appearing on your campus soon. Also include an appropriate display while the record is being played.
34. **LUCKY TICKET DRAWING** at major athletic events; give out tickets to future games or concerts in conjunction with half time activities.
35. Use **SANDWICH BOARDS** to publicize events. Hang them on people and have them walk around campus. Very campy and creates interest.
36. To publicize a drug information program obtain **EMPTY DRUG CAPSULES** and stuff them with anti-drug messages and slogans and spread them around campus.
37. Pass out **LEAFLETS** on cars as they enter campus (your campus may have regulations against this, check with the student activities office).
38. Give out **FREE TICKETS** to up-coming events with purchase of records of that artist.
39. Make the event a **LIVING THING** that carries through the theme of the event, i.e. people in clown costumes parading through campus prior to a campus carnival.
40. Be sure to **LEAFLET ALL LINES** on campus. Registration line, food line, theatre ticket lines, lines to get into the bookstore, and lines to get into lines.
41. Encourage your campus publicity committee to start a large **SCRAP BOOK** of posters that are used on your campus. This will enable future committees to see examples of poster layouts and the quality of posters that have been used on your campus in the past.
42. Have special **FORTUNE COOKIES** made up with information regarding upcoming events.
43. **JOHN LETTERS**. A weekly newsletter containing information about upcoming campus events that are placed on the back of restroom doors.
44. Be sure to advertise through **ON AND OFF CAMPUS HOUSING** in the restrooms, especially if they are communal restrooms and in the lounges. Check with housing officials before putting up posters.
45. **CO-SPONSOR** programs with other campus groups as this will enable you to make use of the other group's manpower and will increase the possibilities of great dissemination of information for your specific event.
46. **GIVE AWAY POSTERS** or book covers in advance of an event or series of events, in place of calendars.
47. Have **BLOTTERS** printed up with yearly or semester activities printed on them. Give them away by having local business purchase the ad space... sell for five cents and make a little profit.
48. For a specific event such as Black Culture Week, Indian Week, or International Week, ask the food service to feature a specific kind of **FOOD ITEM** to publicize your event (black-eyed peas for Black Culture Week, etc.)

49. **POCKET CALENDAR** - Have calendar of upcoming events printed on cards with academic year calendar printed on the other side. The event side would include categories such as athletics, cultural events, films, concerts.
50. **INSERTS** in campus newspapers and local newspapers. Season subscription announcements or campus big event announcements could be printed on newspaper stock and inserted in local and campus newspapers at a relatively low cost to the organization.
51. Set up a **CALL-IN TAPED CALENDAR**. Publicize a phone number that could be called night or day containing a recorded message of current events, times, where to get tickets, etc. This tape would be changed as events change and would provide a great service to the community.
52. For the last minute emergency kind of publicity try a **PHONE- A- THON**. Call your friends and ask them to call their friends to publicize concerts, or a play that needs attendance.
53. Check with your bookstore to have semester calendars or major events publicized through **MATCH BOOK COVERS, PENCILS, BOOKMARKS, BOOKCOVERS, ETC.** This need not be limited to calendared events about publicity about joining campus organizations, recruiting people for student government, publicizing a specific lecture, film or concert series. On-going programs from year to year, therefore, it is important to insure that the information printed on that material is also salvageable from year to year.
54. **DROP ADS.** Contact might be made with each advertiser in the school newspaper and arrange for a "drop ad". This is a very small amount of copy, no more than five or six words, dropped into an advertiser's ad, to remind the readership. The copy might be placed inside a circle, square, or whatever to attract attention and set it apart from the remainder of the ad.

Gimmicks can be derived from a few moments of thought and looking about the campus. It is most important that the "gimmick" be considered thoroughly before it is put into effect. Care should be taken to insure against the "gimmick" backfiring and bringing discredit to the sponsoring organization and activity.

#### HAVE YOU CONSIDERED?...

#### CONSIDERATIONS THAT AFFECT PUBLICITY:

1. What is the expected frequency of the event(s)?
  - a. Series (once a week or month)
  - b. One time event
2. What budget limitations or flexibility do you have?
  - a. Money for publicity
  - b. Money for the artist
  - c. What are the fixed costs, i.e. payroll, maintenance, police
3. What time restrictions do you have?
  - a. How much lead time do you have before the event to do publicity?
  - b. What is the length of the event? In some cases it might be less expensive and less time consuming to do publicity in a series than for several "one time" programs.
4. Where will the event take place? Will it be on-campus or off and if off-campus, how far away will it be? There must be consideration given to providing directions of how to get there.
5. Are there any contractual restrictions imposed by the artist, agency, or the organizing committee that should be taken into consideration?
6. What are your campus publicity rules and regulations? All of your on-campus publicity should be within the limitations established for your campus.

## Why Programs Fail

- **Poor Design:**  
Programs did not take into account the needs and interest of the residents. Organizers had an outwardly negative attitude towards the program.
- **Lack of Support:**  
Did not clearly communicate program goals and purpose with staff and residents.
- **Horrible Location and Time:**  
Location unknown or unheard of amongst the residents.  
Ignored other activities that could have conflict (mid-terms, finals, holidays, campus events, RA programs, etc.  
Distance of programs too far or inconvenient.  
Physical structure of location uncomfortable or distracting.
- **Major Disorganization:**  
Facilitator uninformed and unprepared for the specific topic.  
Unable to reserve rooms/equipment --- planning did not begin early enough.  
Everyone assumed that "someone else is taking care of it"  
Neglected to follow University procedures and/or Hall Director expectations.
- **Awful Publicity:**  
Overkill --- too many poster, and the residents became immune to the info. Content of publicity did not take into account diversity of the residents. Publicity too "busy" --- make good use blank space!  
Too early (residents forgot about it).  
Too late (residents already made other plans).
- **No Follow-up (Whatsoever):**  
Organizers simply assumed that the program was fine, regardless of what attendees may have said or suggested.  
No one asked attendees what they thought of the program.  
Organizers took advantage of volunteers without recognizing them for donating their time and energy.

## Ten Step to Winning Publicity

### **Make your message as short as possible:**

The brain can only absorb so many words in a few seconds.  
If you plan to use flyers on your bulletin boards, make your message 7.

### **Make your headlines memorable:**

The headline is often all a person reads. It has to draw the viewer in by intrigue or by giving them a good idea what the event is about.

How often do you read the small print in a flyer or poster?

### **Choose easy to read words:**

People will rarely slow down to figure out a long or difficult word.

### **Know your audience:**

Who are you trying to reach? What do they want?

### **Use Upper and Lower Case Lettering:**

Science has proven that is easier to read when both are used...

### **CAN YOU IMAGINE TRYING TO READ A WHOLE PAGE OF THIS?**

### **Use lettering that is readable:**

Use fonts that are simple and "clean."

Funky fonts have a place but don't get carried away. Any one piece of publicity should have two (never more than three) styles of font.

### **Color is a valuable tool:**

Choose a set of colors like you do a theme for your program. Be consistent with use of those colors in all your advertising. Different color combinations are especially effective and readable.

### **Be creative with shape:**

Unusual shapes will stick out more on a crowded bulletin board. Who said you always have to put your publicity on paper?

## Step by Step Program Planning

- Step 1** Build relationships with those you are going to plan programs for - the stronger the community the more likely you will be doing things together naturally and they won't even know they just attended a program. (Don't underestimate this one!)
- Step 2** Learn what you can about the group you're programming for. What have they seen in the past, what are the future directions or trend on topics they seem interested in.
- Step 3** Find out what their schedules are like. Nights of the week they are around and time of the day.
- Step 4** Plan a date. Spontaneous programs happen, but if you're deciding a topic or issue set a date and use your advisor or supervisor to help keep you on track.
- Step 5** Brainstorm the title and method you will use to publicize it. When you get an idea it is easier to plan the rest to work with your publicity gimmicks. Plan to post your publicity 4-7 days before the event - if it is a big event, maybe a few days earlier than that.
- Step 6** Make an outline of the program. What follows what and how will you transition between each part of the program. (Put a time estimate on each) What is your closure - what is your wrap up?
- Step 7** Make a list of things that you will need and when you will need them.
- Step 8** Make your publicity but make sure your date is confirmed with all those involved and space is reserved if necessary.
- Step 9** The day before your program confirm every thing from speakers to location.
- Step 10** Plan to be on site at least 30 minutes early.
- Step 11** Enjoy the work put into the program!
- Step 12** Evaluate the program - what went well, what didn't, and why?
- Step 13** Thank those that helped you! Don't forget to do this, make it a priority.
- Step 14** Fill out an evaluation form.

# Ten Deadly Myths of Programming

1

The size of the audience is EVERYTHING. If there are not 40 people, then I have failed. Numbers should never be an evaluation of success. The size of the audience is more important to your ego than to the benefit of the person present and the program.

2

All programs cost a good deal of money to succeed or Spending=Success. The amount of funds has nothing to do with the potential of the event. Speakers are almost always free and publicity supplies are provided by the department.

3

If you succeed with one kind of program then you should use it exclusively. There really is such a thing as too much of a good thing. People are not going to go to the same kind of program every time. You have a diverse floor that will need diverse programs.

4

Programming is easy and does not require much work. Looks can be deceiving. Programs that don't have a lot of work put into them will inevitably look that way. The message is that you don't care about your programs - and then people will respond to you that way. It is the program that is well thought out, organized, and publicized that looks quality.

5

Doing everything yourself is the best way to program. No one says that you have to do this all by yourself. You can involve fellow staff members or even better your own floor members. That way you receive the benefits of awarded creativity, less individual work, alternative ideas, and helping others take leadership!!

6

Planning ahead is dumb because things will change before then and besides, my residents won't plan ahead to be there. If course things will change, but you have to account for that. A well planned program can withstand those last minute changes - especially if you account for possible problems with you plan.

7

There's nothing to do on this campus. There is always something to do on a college campus. Take your residents to something they would not normally think to do like a student organization meeting or even something a bit out there like bowling becomes a great time when a group goes. Remember a strong community creates much of its own growth.

8

If the program is good the publicity isn't important or Word-of-Mouth is the best way to publicize. Publicity is vital to people responding to your program. If nobody knows the facts then nobody goes. Many great program have died in their tracks because of poor attention to publicity.

9

It's not my fault that they don't want to do anything. OK, so maybe it's not exactly your fault, but you have to work pretty hard to totally un-motivate a whole floor of residents. If you can get relationships established with your floor members and them with each other they naturally will do all kinds of activities together - are you starting to see a theme here.

10

Pizza Equals Community. It is simply not true. Think about what exactly does equal community in your eyes. If the relationships on your floor are strong then they will show up without food.

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# STUDENT INTEREST SURVEY

## RESIDENCE HALLS

This survey is being conducted to assist your R.A. and Hall Council in providing a wide variety of programs that you and other members of your floor and hall enjoy.

Please fill in your name, room number, and hall below so that we can notify you when the activity that you would like to attend or help plan is upcoming.

Name: \_\_\_\_\_ Room # \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> Academic Club                   | <input type="checkbox"/> Alcohol Awareness         |
| <input type="checkbox"/> Arts & Crafts                   | <input type="checkbox"/> Assertiveness Training    |
| <input type="checkbox"/> Basketball Tournament           | <input type="checkbox"/> Birth Control Programs    |
| <input type="checkbox"/> Bowling                         | <input type="checkbox"/> Test Taking Info.         |
| <input type="checkbox"/> Writing Resumes                 | <input type="checkbox"/> Career Planning           |
| <input type="checkbox"/> Car Care                        | <input type="checkbox"/> Dating Programs           |
| <input type="checkbox"/> Card Games                      | <input type="checkbox"/> Competitive Sports Events |
| <input type="checkbox"/> Golf Driving Competitions       | <input type="checkbox"/> Physical Fitness Program  |
| <input type="checkbox"/> Skating                         | <input type="checkbox"/> Photography               |
| <input type="checkbox"/> Exercise Group                  | <input type="checkbox"/> Running                   |
| <input type="checkbox"/> Car Repair                      | <input type="checkbox"/> Ping-Pong                 |
| <input type="checkbox"/> Powder-Puff Football            | <input type="checkbox"/> Flag Football             |
| <input type="checkbox"/> Self-Defense                    | <input type="checkbox"/> Time Management           |
| <input type="checkbox"/> Info About Campus Organizations | <input type="checkbox"/> Human Sexuality           |
| <input type="checkbox"/> Choosing/Changing Your Major    | <input type="checkbox"/> Volleyball                |
| <input type="checkbox"/> First-Aid Instruction           | <input type="checkbox"/> CPA                       |

Please write below any additional interests you may have:

## **Vita**

Michael Jeremy Courson , a native of Magnolia, Arkansas, received his bachelor's degree at Arkansas State University in 2008. After completion of his undergraduate studies, he worked as an Associate Director at a television station in Arkansas. After a couple of years in television, Mr. Courson decided that he should change careers and enter the field of student affairs; Mr. Courson took a job as an Assistant Coordinator for Residence Life at Tennessee Technological University. As Mr. Courson became more familiar with the field of student affairs, he realized that the next step after Tennessee Technological University was attending graduate school. Currently, Michael Courson is a second-year master's student studying Higher Education at Louisiana State University. Mr. Courson will receive his master's degree in August 2013 and plans to resume a professional career in residence life.